

INVITATION TO BID SPECIFICATIONS

Alabama Reading and Mathematics Test

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INTRODUCTION

The Alabama State Department of Education (SDE) desires to contract with a vendor for the development, printing, distribution, administration, collection, scoring, and reporting of the *Alabama Reading and Mathematics Test* (ARMT). The current version of the assessment, which is administered in Grades 3 – 8, is comprised of selected items from the *Stanford Achievement Test*, Tenth Edition and additional items developed in order to provide criterion-referenced scores as well as norm-referenced scores. However, it is the desire of the SDE to create a new stand-alone assessment that is criterion-referenced only. The contract will be awarded to the lowest responsible bidder.

Part I of the ITB provides interested vendors with specifications of what is required to complete the tasks for the development and pilot administration, including time parameters. Part II provides interested vendors with specifications for tasks required to administer, score, and report the ARMT assessment for several years, if funds are available. In the spring of 2012, the *Alabama Science Assessment* (ASA) (this has already been developed) will be inserted into the ARMT test booklet and will be administered, scanned, scored, and reported along with the ARMT. The name of this new assessment will be the ARMT+.

The vendor's response to Part I and Part II of these specifications must include **at least** the management response, including the cost response and cost option forms, and a detailed plan for developing the ARMT and printing, distributing, administering, collecting, scoring and reporting the ARMT+.

The purpose of this ITB is to establish a 12-month agreement with an option to issue a second, third, fourth, and fifth 12-month agreement under the pricing, terms, and conditions established in the vendor's response. The second, third, fourth, and fifth agreement, if requested by the State and agreed upon by the vendor, would begin the day after the previous agreement expires. Any subsequent agreement must have the written approval of both the SDE and the vendor approximately 30 days before the expiration of the previous contract. The contract will not be issued for the second, third, fourth, or fifth 12-month period if funds are not available.

The SDE is not committed to a contract as a result of the ITB. All responses to this ITB become the property of the SDE upon receipt by the State Division of Purchasing and will not be returned to the vendor once opened. Responses become public documents upon being posted as intent to award. The state's award will depend upon the appropriateness of vendor's responses to the requirements outlined in the specifications of this ITB. The SDE will have final approval for all steps in the development, printing, distribution, administration, collection, scoring, and reporting of the ARMT and ARMT+.

In the event that a different vendor is awarded a future contract for the ARMT+, the vendor awarded this contract **must** provide all information concerning the development and administration of the ARMT and ARMT+ to the new vendor at the request of the SDE.

General Information

The Alabama public schools consist of 132 school systems, 3 special schools, and approximately 50 state supported/state operated facilities. There are 67 county systems, 65 city systems, along with the Alabama Institute for Deaf and Blind (AIDB), Alabama Department of Youth Services (DYS), and Alabama School of Fine Arts. A list of participating school systems is located in Appendix A, pages 82-84. Each school system has a System Test Coordinator who serves as a liaison between the Local Education Agency (LEA) and the SDE. The System Test Coordinator distributes testing materials to each school within his/her school system and packages and completes testing materials for delivery to the vendor. Names and addresses of System Test Coordinators will be provided to the vendor. In coordinating the activities associated with the assessment, it will not be necessary for the vendor to have direct contact with the personnel at the individual schools. Any calls from LEAs regarding any aspect of the Alabama Program will be referred back to the SDE. There will be only one point of contact in the SDE for developing and administering the ARMT and ARMT+. The Assessment and Accountability staff of the SDE will monitor the contract for developing, printing, distributing, administering, scoring, and reporting the ARMT and ARMT+.

PART I: DEVELOPMENT OF THE ALABAMA READING AND MATHEMATICS TEST (ARMT)

General Project Information

The purpose for the *Alabama Reading and Mathematics Test (ARMT)* is to assess students' mastery of Alabama's reading and mathematics content standards for Grades 3 through 8. This assessment is intended to assure full compliance with the requirements of the NCLB legislation. The ARMT is to be fully aligned with Alabama's reading and mathematics content standards. The content standards are located in Appendix B, pages 85-93 of this document and are also available on the following state Web site:

<http://www.alsde.edu/html/sections/documents.asp?section=54&sort=2&footer=sections>

The project is a five-year project beginning with fiscal year (October 1 – September 30) 2010. During the first and second fiscal year of the project, the vendor will update item specifications and write items based on the Alabama reading and mathematics courses of study for Grades 3 through 8. The vendor will be responsible for administering a statewide item pilot, analyzing the item pilot data, developing three unique equivalent test forms, an item bank, and developing a set of individual and group reports. Development for the ARMT will be conducted over year one and year two of the contract. During the third-fifth years of the contract, the vendor will be responsible for live administration of the spring 2012 ARMT+ assessment. The vendor will be responsible for developing, printing, distributing, and collecting materials; scanning and scoring answer documents; analyzing the assessment data; generating individual and group reports; and producing a technical report. SDE will have final approval for all steps in the administration, scoring, and reporting of the ARMT.

The vendor will conduct an item pilot in the spring of 2011. The vendor will administer reading

and mathematics items to an appropriate number of students enrolled in Grades 3 through 8. The test will have two types of items: machine-scorable items (multiple-choice and gridded) and open-ended response items. Also, the vendor will conduct an alignment study.

The vendor will provide the SDE with all graphics pertaining to this assessment to be used in the *Student Assessment Handbook*. The vendor will review the handbook for accuracy before it goes to print.

The ARMT is to be valid and reliable. SDE staff and Alabama teachers will be involved in all item review and alignment activities. A sufficient number of items shall be pilot-tested in order to create three equivalent forms of the assessment and an item bank. The three forms may be reused changing out some items from the item bank. The nature of the open-ended response items will require that all of these items be replaced each year for the three additional years.

Basic tasks are as follows:

1. Conduct Content and Test Specifications Meeting
2. Develop Items
3. Develop Rubrics for Open-Ended Items
4. Develop Item Pilot Sampling Procedures
5. Conduct Pilot Testing
6. Print, Distribute, Collect, Verify, and Destroy Item Pilot Materials
7. Score Pilot Tests
8. Analyze Item Pilot Data and Test Data and Provide Technical Data
9. Conduct Content and Bias Reviews
10. Conduct Alignment Study
11. Conduct Validity and Reliability Studies
12. Develop Individual and Group Reports
13. Develop and Print Test Administrator's Manual for Pilot Test and Live Administration
14. Update Existing Item Specifications for Teachers to Reflect any Changes in Format.

The successful operation of the project will require a number of meetings between the vendor and the SDE staff. The vendor should plan on conducting any meetings with SDE staff that are necessary for successful completion of the work tasks. Meetings will be necessary in connection with the following activities:

Meetings with the SDE:

1. Planning/Close-out Meeting (4 SDE people, 3 days)
2. Content and Test Specifications Meeting (4 SDE people, 5 days)
3. Monitoring the Training of ARMT Scorers and Monitoring Scoring of Open-Ended Items (same trip, 4 SDE people, 7 days)

Committee Meetings:

4. 12 - Content Review Committee Meetings (10 people per grade, per subject for 8 days)
5. 6 - Bias Review Committee Meetings (16 people per grade span, per subject for 8 days)
6. 5 – Alignment Study Meetings (4 people per grade for Grades 3-5 in Reading and Mathematics, 9 people for Grades 6, 7, and 8 in reading, 9 people for Grades 6, 7, and 8 in mathematics; 2 days)

The vendor will be responsible for reimbursing committee members' travel and per diem at state rate. A committee meeting of three days may require travel the night before resulting in per diem being paid for four days. Other meetings between the vendor and the SDE staff may be necessary. If the SDE deems these meetings necessary, the meetings will be at the expense of the vendor.

The vendor will provide to the SDE all products and data in electronically accessible form. The specific software used for this purpose is subject to the approval of the SDE. If the SDE does not have a copy of this software, the vendor must supply the SDE with a copy of the software. The vendor will provide the SDE with all graphics electronically in Microsoft Word to be used in the *Student Assessment Handbook* that pertains to this assessment. The vendor will review the handbook for accuracy and will sign off verifying accuracy before it goes to print.

SCOPE OF WORK

The following sections of the ITB provide a Timeline Schedule along with detailed descriptions of the work required to accomplish the tasks presented above. Responses submitted for this ITB will include a detailed plan of action that describes how each of the tasks specified below will be accomplished.

Timeline Introduction

The approximate time frame for major activities of the project is shown on the following pages. The vendor is expected to provide in the response a detailed schedule for each major activity and provide a more detailed timeline.

Activities marked with an asterisk are critical to the SDE and must be completed no later than the time scheduled. In response to this bid, vendors should include a guideline of recommended dates for the timeline attached. Liquidated damages, discussed on page 43, will apply to these items if the vendor does not meet the schedule. The SDE will have final approval for all steps in the proposed timeline.

Timeline Schedule

Initial Year of Contract FY 2010

Written Questions Regarding ITB from Vendors	September 9, 2009 (5:00 p.m. CDST)
Answers to Written Questions from SDE to Vendors	September 23, 2009
Written Responses and Cost Proposal to State Purchasing	October 22, 2009 (5:00 p.m. CDST)
Opening of All Proposals	October 23, 2009 (10:00 a.m. CDST)
Beginning of Work	Upon Receipt of Contract
Planning Meeting	TBD
Content and Test Specifications Meeting	TBD
Beginning of Item Writing	Immediately following Content and Test Specifications Meeting
Half of the Items Received by the SDE	TBD
All Items Received by the SDE	TBD
Content Review Committee Meeting	TBD
Bias Committee Meeting	TBD

Second Year of Contract FY 2011

Close Out/Planning Meeting	TBD
Mock-Up of Item Pilot Booklets Received by the SDE	Fall
Mock-Up of Item Pilot Booklets Approved by the SDE	Fall

**Second Year of Contract - continued
FY 2011**

Camera-Ready Proofs for All Items Pilot Testing Materials Received by the SDE	Fall
Develop Rubrics for Open-Ended Items	TBD
Camera-Ready Proofs for All Items Pilot Testing Materials Approved by the SDE	October
Mock-Up Copy of Updated Item Specifications Received by the SDE (we will only make changes to current item specifications if content or format changes)	November
Mock-Up Copy of Item Specifications Approved by the SDE	December
*All Test Materials for Pilot Test Spring 2011 Delivered by Vendor to LEAs	February 28 th
Item Pilot Administration	April
Collection of Answer Documents to be Shipped for Scoring	April (Excluding Weekend)
Pulling Anchor Papers for Open-Ended Items	TBD
Personnel On-Site for Training Scorers and Scoring	TBD
Collection of All Other Testing Materials	April/May
Item Pilot Data Received by the SDE	Summer/Fall
Camera-Ready Copy of Updated Item Specifications Received by the SDE	Summer
Camera-Ready Copy of Updated Item Specifications Approved by the SDE	Summer
Three Equivalent Forms Received by the SDE	Summer
Three Equivalent Forms Approved by the SDE	Summer
Alignment Study (if necessary)	Summer

**Second Year of Contract - continued
FY 2011**

Item Bank Developed	Summer/Fall
Proof of Item Specifications Received by the SDE (possibly just revisions)	Summer/Fall
Proof of Item Specifications Approved by the SDE	Summer/Fall
Addition of Existing <i>Alabama Science Assessment</i> (Grades 5 & 7) to Test Booklets, Test Administrator's Manual, and Answer Documents	Summer/Fall

**Third Year of Contract
FY 2012**

Close Out/Planning Meeting	TBD
Mock-Up for Spring 2012 Test Booklets, Test Administrator's Manual, and Answer Documents Received by the SDE	Fall
Mock-Up for Spring 2012 Test Booklets, Test Administrator's Manual, and Answer Documents Approved by the SDE	Fall
Camera-Ready Copy of Spring 2012 Test Booklets Test Administrator's Manual, and Answer Documents Received by the SDE	Fall
Camera-Ready Copy of Spring 2012 Test Booklets Test Administrator's Manual, and Answer Documents Approved by the SDE	Fall
Proofs of Spring 2012 Test Booklets, Test Administrator's Manual, and Answer Documents Received by the SDE	Fall
*All Test Materials for Spring 2012 Delivered by Vendor to LEAs	January 27 th
Spring 2012 <i>Alabama Reading and Mathematics Test</i> (ARMT) Grades 3 – 8 with <i>Alabama Science Assessment</i> (Grades 5 & 7) Administration (ARMT+)	March/April 2012

**Third Year of Contract - continued
FY 2012**

Collection of Answer Documents to be Shipped for Scoring	April (Excluding Weekends)
Personnel On-Site for Training of Scorers and Scoring	April
Collection of All Other Testing Materials/Verification/Destruction	April/May
Personnel On-Site for Review of Pilot Systems	May/June
*Post Demographic File to Data Recognition Corporation	April 30 th
*Post Demographic File with Achievement Levels to Data Recognition Corporation	June 8 th
*Final State and System Reports Due	July 7 th
Proofs of Spring 2013 Test Booklets and Answer Documents Received by the SDE	September

**Fourth Year of Contract
FY 2013**

Close Out/Planning Meeting	TBD
Proofs of Spring 2013 Test Booklets and Answer Documents Approved by the SDE	TBD
*All Test Materials for Spring 2013 Delivered by Vendor to the LEAs	January 26 th
Spring 2013 <i>Alabama Reading and Mathematics Test</i> (ARMT) Grades 3 – 8 with <i>Alabama Science Assessment</i> (Grades 5 & 7) Administration (ARMT+)	March/April 2013
Collection of Answer Documents to be Shipped for Scoring	April (Excluding Weekends)
Personnel On-Site for Training of Scorers and Scoring	April
Collection of All Other Testing Materials/Verification/Destruction	May

**Fourth Year of Contract - continued
FY 2013**

Personnel On-Site for Review of Pilot Systems	May/June
Destruction of 2012 Answer Documents	TBD
*Post Demographic File to Data Recognition Corporation	April 29 th
*Post Demographic File with Achievement levels to Data Recognition Corporation	June 7 th
*Final State and System Reports Due	June 28 th
Proofs of Spring 2014 Test Booklet, and Answer Documents Received by the SDE	September

**Fifth Year of Contract
FY 2014**

Planning Meeting	TBD
Proofs of Spring 2014 Test Booklet, and Answer Documents Approved by the SDE	TBD
*All Test Materials for Spring 2014 Delivered by Vendor to the LEAs	January 25 th
Spring 2014 <i>Alabama Reading and Mathematics Test</i> (ARMT) Grades 3 – 8 with <i>Alabama Science Assessment</i> (Grades 5 & 7) Administration (ARMT+)	March/April, 2014
Collection of Answer Documents to be Shipped for Scoring	April (Excluding Weekends)
Personnel On-Site for Training of Scorers and Scoring	April
Collection of All Other Testing Materials/Verification/Destruction	May
Personnel On-Site for Review of Pilot Systems	May/June
Destruction of 2013 Answer Documents	TBA
*Post Demographic File to Data Recognition Corporation	April 28 th

**Fifth Year of Contract - continued
FY 2014**

*Post Demographic File with Achievement levels to Data
Recognition Corporation

June 6th

*Final State and System Reports Due

June 27th

Close-Out Meeting

August/September

Task Specifications

Content and Test Specifications Meeting

A meeting between the vendor and SDE will be scheduled to discuss the intent of the content standards and make recommendations on how the content should be tested. The vendor's content specialists will be required to attend the meetings. The vendor will be responsible all expenses connected with the meeting.

Update Item Specifications

The vendor's response should include a detailed plan of the procedure to be used to revise item specifications for each grade of the assessment, if needed. The plan should include the following: number and statement of each standard, format/item type(s), content limits, and sample items for each format/item type. The blueprints can be found in Appendix C, pages 94-99. These specifications will be used during item writing and to inform the teachers of the content and formats included on the assessment. The vendor must update existing Item Specifications to reflect any changes in format. An example of the existing Item Specifications can be found in Appendix D, pages 100-101. The complete documents can be found at www.alsde.edu/html/sections/documents.asp?section. The SDE reserves the right to not make any revisions if it so chooses.

Printing and Distribution of the Item Specifications

After the item specifications are approved by the SDE, the vendor will provide the updated item specifications to all LEAs on CDs. The vendor will provide to the SDE a camera-ready copy of the item specifications. Printing, delivery, distribution, and pickup of the testing materials must be a secure process. The SDE must approve the carrier for all shipping.

In preparing the "Cost Response," vendors must bid "unit" prices, not block prices.

A description of required printing of the item specifications follows:

A. Format of the Item Specifications

The vendor will provide the updated item specifications for Grades 3 through 8 on CD. There will be one CD per grade. Items that reflect new formats tested on the pilot that are not used on live forms or in the item bank must be included as samples for each content standard for Grades 3 through 8 in both reading and mathematics. **Any graphics used will be the responsibility of the vendor.**

It is the vendor's responsibility to do final proofreading of all materials for accuracy prior to production. Any costs incurred for additional printing or distributing because of an error in text/type will be paid by the vendor.

Specifications are as follows:

1. Print is to be bold black ink on dull, white paper.
2. The cover print will be black ink on white paper for the Grades 3 through 8 item specifications.
3. The format of the pages will be front-back.
4. Sample test questions for each format for Grades 3 through 8 will be included in the item specifications CD. Items from the pilot will also be used.
5. Each CD for the Grades 3 through 8 item specifications will be enclosed in a hard case and will contain only one grade.

Distribution of Item Specifications CDs

The vendor will complete the following activities in connection with distribution of the CDs.

1. Obtain a list of System Test Coordinators, system names, mailing addresses, and shipping addresses from the SDE.
2. Develop a plan which emphasizes quality control in the “picking and packing” operation.
3. Assume responsibility for inside delivery of the Item Specifications CDs. It will be the responsibility of the vendor to ensure that specified quantities reach the LEAs by the date agreed upon in the planning meeting.
4. Pay charges on all Item Specifications CDs shipped. In addition, should the vendor or LEA personnel be required to deliver Item Specification CDs which were not delivered due to errors on the part of the vendor, the reimbursements of mileage, postage, freight, and/or per diem expenses will be paid by the vendor.

Item Writing

The response should include a detailed plan for item development. The vendor will describe the training for item writers. The vendor’s content specialists and item writers must have experience teaching reading or mathematics. Passages, items for reading, and items for mathematics may be custom written for the test with the understanding that any item submitted will become the property of the SDE which would retain all rights, including full distribution rights. After item reviews and item pilot, the item bank must have a sufficient number of unique items with good statistics to develop three equivalent forms with enough additional items to change out all open-ended items for three additional administrations and two extra items per content standard. The vendor must provide for appropriate over-production of items to allow for elimination due to content reviews, bias reviews, and the item pilot. The vendor must edit the items before submitting them for review at content and bias committee meetings. The vendor must also provide the artwork for items before submitting them for review at content and bias committee meetings.

Item Classification

The vendor should develop an item classification system and include that classification system in the response to this ITB. This classification system must provide a **unique** identification number for each item.

Item Review

The item review will include a review of the items by content committees and bias committees. There will be twelve content committees; one per grade per content with ten members each. Each content committee member will be a reading and/or mathematics teacher in the appropriate grade. There will be a total of six bias committees; reading-Grades 3 & 4, Grades 5 & 6, and Grades 7 & 8; mathematics-Grades 3 & 4, Grades 5 & 6, and Grades 7 & 8. Each committee will have approximately sixteen members. The length of the meetings will be approximately eight days per grade span, per subject. These meetings may occur on two different occasions. The location of the meetings will be in Alabama. The SDE will select the committee members and arrange for the teachers to serve on the committee. The vendor's content specialists (at least one per subject, per grade) will be required to attend the meetings. The vendor will provide all materials to be used during the item review meetings. The vendor will be responsible for securing the meeting place and all expenses connected with conducting the meeting, including the expenses for their representatives, as well as, per diem and travel for committee members in accordance with State regulations.

Sampling Procedures for Piloting the Items

The vendor will address in the vendor's response all psychometric considerations used in determining sample size and comparability of the samples responding to each item on the item pilot test. The vendor must describe in complete detail the sampling procedures that they are planning to use. This description will include at least the following: the number of students to be tested per pilot form, the method of selecting the students, the number of items to be piloted, the number of items each student will answer, and the method for determining which students will answer which items.

Item Pilot Testing

The item pilot for the ARMT assessment in Grades 3 through 8 will be conducted during the spring of 2011. Students using large-print materials will be included in pilot testing. One item pilot form per subject per grade will be produced in large-print. Items suspected to be problematic for visually impaired students will be included on this form.

The number of item pilot test forms and the quantity of each item pilot form has not been specified and is subject to the following constraints:

1. An appropriate number of students enrolled in reading and mathematics in Grades 3 through 8 will be tested in the school year 2010-11.
2. Sufficient numbers of items will be tested to allow for the subsequent creation of three unique equivalent forms per grade meeting the blueprint for the grade and subject. There are four open-ended items in reading in Grades 3 – 8, four open-ended items in mathematics in Grades 3 – 7, and five open-ended items in mathematics in Grade 8. (See blueprints in Appendix C, pages 94-99)
3. Sufficient numbers of items per content standard must be tested to allow for reporting by standards.

4. Sufficient numbers of items must be tested to allow for alignment with the Alabama Courses of Study in Reading and Mathematics and provide the specified number of additional items for the item bank.

All item pilot testing materials must be edited by the vendor before submitting them to the committees and the SDE for approval. All statistical information for the items from the pilot, should be placed on the sheet containing the item prior to items being sent to the SDE for review and approval.

Printing of Item Pilot Testing Materials

The vendor will print the materials listed below. The vendor's work plan for printing must allow for SDE approval of two proofs before printing. The SDE must approve a camera-ready proof and blueline or laser proof before printing. Also, the vendor will format the item pilot booklets, answer documents, and the test administrator's manual. The SDE will approve the formatting of each document before printing. **Graphics for all booklets will be the responsibility of the vendor.** It is the vendor's responsibility to do a final proofreading of all printed materials for accuracy prior to production. The vendor should check to make sure that the item pilot booklets, answer documents, and the test administrator's manual are aligned. Any costs incurred for additional printing, distributing or scoring because of an error in text/type will be paid by the vendor.

A. Item Pilot Test Booklet

Specifications are as follows:

1. Print type must be 12-point black ink on dull, white paper or equivalent.
2. The cover print will be black ink on white paper for Grades 3 through 8.
3. Key vocabulary will be underlined in the reading passages and in test items for the third grade and placed in italics for Grades 4 through 8.
4. The format of pages will be front-back.
5. The quality of paper will be 20 pounds or equivalent.
6. A Reference Page will be included in the front of the 7th and 8th grade mathematics test booklets.
7. A paper (tag) ruler will be provided to measure and to use as a straight-edge, one for Grade 3 and one for Grades 4-8. The print will be 14-point bold print for lines, numerals, and any wording.
8. Each test booklet will be numbered sequentially by grade, with no omissions or duplications, beginning with 00001 and ending with the highest sequence numbers specified for each grade tested. Font size for the numbers will be at least 14-point print. The sequence numbers will appear in the upper left corner of the front cover approximately one inch from the top and left edges. All sequence numbers will be printed in an upright position. The vendor will guarantee that the printing of sequence numbers be legible and positioned as specified. The inside of front and back covers for all booklets must not be used to print the examination and must be blank.

9. The pilot form number should be printed in the top right corner of the cover in 14-point print.
10. The item pilot booklets will be saddle stitched down the folded center.

B. Item Pilot Answer Document

Specifications are as follows:

1. The print will be scannable ink on dull, white paper. A color will be agreed upon between the vendor and the SDE.
2. Design will be presented to the SDE for approval before printing.
3. The quality of paper will be scannable.
4. The answer documents will be the same for all forms of the booklets.

C. Large-Print Format:

1. Print will be dark black ink on dull, white paper.
2. Print type must be 18-point print True Type Font Verdana. In order to have an accurate 18-point print character, you will need to measure the lower case letters “x” and “t” of the selected size and font. The height of the letter when printed should be at least $\frac{1}{8}$ of an inch.
3. Quality of paper will be 80 pounds.
4. The test booklet size will be 14” x 18”.
5. Cover print will be black ink on white paper.
6. The inside of front and back covers for all booklets must not be used to print the examination and must be blank.
7. Each test booklet will be numbered sequentially (font size as regular) by grade, with no omissions or duplications, beginning with 001 and ending with the highest sequence numbers specified for each grade tested. The sequence numbers will appear in the upper left corner of the front cover approximately one inch from the top and left edges. All sequence numbers will be printed in an upright position. The vendor will guarantee that the printing of sequence numbers be legible and positioned as specified.
8. Quantity for each grade will be approximately 35 test booklets per grade.
9. The test booklet will be bound on the left side with a plastic spiral.
10. Only one form of the pilot will be produced in large-print for each grade for each subject.
11. Shading should be avoided in graphics.
12. A large-print non-scannable answer document will be required. Student’s multiple-choice and gridded items will be transcribed to a regular answer document for scoring (if scanning is to occur). The student’s handwritten open-ended answers will be scanned and the answers will be imposed on the scanned image of the regular answer document.

D. Item Pilot Test Administrator's Manual

Test Administration Manuals for school personnel will be provided to cover all pilot test forms for each subject (one for reading and one for math, for each grade).

Specifications are as follows:

1. The print will be black ink on dull, white paper.
2. The cover print will be black ink on white paper for Grades 3 through 8.
3. Instructions to students will be printed in bold-faced type.
4. The format of pages will be front-back.
5. The manual will be saddle stitched down the folded center.
6. The quality of paper will be 20 pounds or equivalent.
7. Each manual will be numbered sequentially for each grade. The sequence number will appear in the upper left corner of the front approximately one inch from the top and left edge. All sequence numbers will be printed in an upright position. The print type for the numbers must be 14-point print. The vendor will guarantee that the printing of sequence numbers be legible and positioned as specified.
8. The quantity will be calculated at 1 per 14 test booklets.
9. The number of pages will be approximately 28 pages.
10. The SDE will have final approval of proofs before printing.

Products to be Provided by the Vendor

A. Shipping Labels

The vendor will provide colored labels for returning used answer documents and different colored labels for returning all other pilot testing materials to vendor's location.

B. Containers

The vendor will provide containers for school systems to ship used answer documents and all other testing materials to the vendor. Sufficient quantity of containers to accommodate all used answer documents and other testing materials for the entire system shall be included with shipment of materials to the system. The boxes used for shipping materials to the LEAs could be used for returning answer documents and all other testing materials.

C. Packing List

The vendor will provide a packing list – two per school system. The packing list will include **at least** the following information: the number of test booklets of each form delivered to the system, the sequence number of the test booklets for each form, the number of the Test Administrator's Manuals, the sequence numbers of the Test Administrator's Manual, the number of answer documents, and the number of any additional materials used during the item pilot (i.e., rulers, reference sheets).

D. Artwork for *Student Assessment Handbook*

The vendor will provide displays of testing materials for use in the *Student Assessment Handbook*. The artwork will include samples of the answer document demographic page, labels, and any other form(s) used during the item pilot. This artwork will be provided in November prior to the pilot test in April.

Distribution of Item Pilot Test Materials

The vendor's response should include a detailed plan for the distribution of pilot testing materials to each LEA. These procedures must be approved in advance by the SDE. The vendor's procedures must include the following activities in connection with the distribution of materials:

- A. Obtain a list of System Test Coordinators, system names, mailing addresses, and shipping addresses from the SDE.
- B. Generate packing lists based on the sample size for the item pilot testing.
- C. Develop a plan which emphasizes quality control in the "picking and packing" operation.
- D. Assume responsibility for inside delivery of the testing materials to each LEA. It will be the responsibility of the vendor to ensure that specified quantities reach the LEAs by the date agreed upon in the planning meeting. A 10% overage of all materials will be provided to each LEA.

Collection, Verification, and Destruction of Item Pilot Testing Materials

The vendor's response should include a detailed plan for the collection of pilot testing materials from each LEA, verification that all pilot test materials were returned from each LEA, and for the destruction of pilot testing materials. The SDE will approve vendor's plan for collecting, verifying, and destroying all testing materials. The vendor must arrange for an inside collection/pickup of the testing materials at each LEA's location. The vendor shall pay charges for shipment of testing materials. The vendor must ensure that all test booklets are secured at all times.

The used answer documents will be received in the scoring center within two working days after they are picked up from the LEA by the vendor. All other testing materials will be received at a later date for verification and destruction by the vendor. No materials will be destroyed without the approval of the SDE. The SDE must receive documentation of destruction of testing materials.

Verification of the Item Pilot Materials

The vendor should include in the response a detailed plan for verifying the receipt of all test booklets. The vendor must account for all test booklets. If there is a missing test booklet, it is the responsibility of the vendor to determine why the booklet is missing. An accounting will be made immediately to the SDE for any missing booklets.

Scanning and Scoring the Answer Documents

The vendor shall develop a detailed plan for scanning and scoring the used answer documents. All used answer documents will be scored in the same scoring center or within the same city.

The test has two types of items:

A. Machine-scorable items

The documents to be scanned by the vendor contain machine-scorable items. The documents are: the header sheets and the answer documents. The data to be scanned consist of demographic information, item marks, and gridded response items. Header sheets are to be provided by the vendor. The approximate number of documents to be scanned will be determined by the method of sampling. The contract will indicate that the SDE will be billed for the actual number of documents scanned.

B. Open-ended Response items

The vendor will develop a detailed plan for scoring the open-ended response items. The scorers must have a minimum of a bachelor's degree and be trained in the area of English language arts/reading or related field for scoring reading open-ended response items and mathematics or related field for scoring mathematics open-ended response items. The plan will include **at least** the following: qualifications for scorers, the number of personnel to score the open-ended response items, the procedures to train the scorers, and the safeguards to ensure accuracy of scoring. The vendor will develop item specific rubrics using the current general rubric as a guide for reading and mathematics for the ARMT. The SDE must approve the rubrics before the vendor scores the open-ended response items. Open-ended response items will receive a score of 0-3. The contract will indicate that the SDE will be billed for the actual number of documents scored.

Before scoring, the vendor's staff must verify the answer keys by taking the test. The SDE will receive copies of the vendor's answer keys. The vendor will pay any costs incurred for additional scoring because of errors in the answer keys. Scanned data for the ARMT answer media will be passed through a scoring program to produce converted data.

Anchor Paper Selection and Scoring Training

The vendor will develop a detailed plan for the anchor selection process. The anchors must illustrate the descriptors for the score points in appropriate item specific rubrics. The selection process should include vendor content experts, vendor scoring experts, and SDE staff with expertise in the areas of English language arts/reading and mathematics who agree by consensus on the student responses that represent each score point in a specific rubric. The SDE will sign off on all decisions concerning the anchor papers. The SDE **anticipates** three meetings per subject (5 days per each meeting) for a total of 6 meetings. The vendor should include a discussion on how the anchor papers will be used to train scorers who will score student responses. The vendor should include a plan where every scorer should participate in extensive

training in order to develop a clear and common understanding of the scoring material, so that each scoring leader, scoring supervisor, and scorer interprets and applies the scoring materials in the same way. Additional quality control procedures should be designed to ensure that students' work is scored consistently regardless of which scorer scores it.

The SDE will visit the scoring site during scoring to monitor the training of scorers and the scoring processes. The vendor must ensure that the scoring of all items begins before the SDE leaves the scoring site.

Analysis of Item Pilot Data

For each multiple-choice and gridded response item the vendor will analyze the pilot data and produce both classical and IRT (3-parameter) statistics for each item. These statistics shall include at a minimum: proportion-correct (p-value), option frequency distribution, and point-biserial correlations. These statistics must be computed for the overall sample taking each item as well as for gender, ethnicity, special education, and all other special subgroups. The vendor will develop a plan for analyzing data relative to the open-ended response items. The state must approve the vendor's plan before conducting the analysis data.

The item analysis will be submitted to the SDE for consideration in both hard copy and electronically readable form. The vendor will provide information about how the quality of items will be judged based on item pilot data. The vendor will present details pertaining to item evaluation and selection. Vendors will present sample printouts showing the type of analysis recommended.

Construction of Equivalent Test Forms

After approval of the pilot test data, the vendor will make recommendations regarding the structure and scoring of the operational forms of the tests. The vendor will construct three equivalent forms. The vendor must be able to defend (in and out of court) the equivalence of each form. The SDE will have the final approval of the three forms. The vendor will provide to the SDE a camera-ready proof of the three forms. The vendor will also provide to the SDE the three forms in electronically readable form.

List of Deliverables

The SDE will receive the following products at the conclusion of the development of the ARMT.

A. Camera-Ready Materials

1. Three Equivalent Test Forms
2. Item Bank
3. Rulers
4. Reference Sheet

B. Scoring Rubrics for all Open-ended Response Items

C Anchor Papers

1. A sample of student work that exemplifies score points will be pulled to train scorers and score papers.
2. These anchors will set the standards for performance at each score point level.
3. Anchors for all open-ended items are to be pulled prior to the pilot scoring.
4. SDE staff will participate on-site with the vendor to identify and approve anchors.

Technical Manual

The vendor will produce a Technical Manual containing technical information about the ARMT. The principal purpose of this manual is to document development of the ARMT's technical characteristics as they pertain to its intended purpose and should satisfy NCLB requirements for Peer Review. This manual should include, but is not limited to, the following:

Introduction

The introduction should include an overview of the ARMT, its history, what the test is designed to cover, and the student population it serves. The introduction should include a detailed description of each subtest administered (reading and mathematics).

Generating Field Tests

This section should include a summary of how the field tests were generated (how they were formatted and how item specifications were determined). Also included, should be the panel composition for the content and bias committees, the committee's task, a field test blueprint that summarizes the field test designs across subjects (reading and mathematics) and grades (3 through 8), and how the field tests were tested and scored. Include procedures used in determining how schools were chosen to participate in the field tests. In addition, results from the field tests (including item difficulty, pt. bi-serial, p-values, and differential item functioning [DIF] for all 3 field test forms) should be provided in this section.

Generating Operational Tests

This section should include a summary of how the 3 unique operational test forms were generated considering the utilization of item statistics (item difficulties, standard deviations, and item difficulty ranges) from the field tests. Test blueprints for the operational tests (provided in the appendices) should be designed to include all Alabama content standards across subjects (Reading and Mathematics) and grades (3 through 8) along with the number of items and item types per standard, the number of items per strand (math only), the number of points per standard, and the percent of the test each standard represents. The SDE anticipates no changes in the current blueprints found in Appendix C, pages 94-99. This section should include the analysis of data by the psychometrician and how the data was used to construct 3 operational forms of the test. This section should also include item statistics based on the operational test results. These statistics are to include classical item difficulties, item total correlation, DIF analysis, and Rasch (or one parameter *Item Response Theory* model) difficulties.

Establishing Cut Score (Cost Option)

This section, should the SDE pick up this option and set new cut scores, should include how performance levels and cut scores will be established across subjects (reading and mathematics) and grades (3 through 8). Also included, should be the panel composition for the standard setting committees, the committee's task, the method and process used to accomplish their task, and the independent ratings of each item. This section should provide the collection and discussion of the data process along with a summary of the ARMT impact results for reading and mathematics.

Evidence of Reliability

This section should include a summary of the ARMT's reliability (including reliability coefficients, standard errors of measurement, decision accuracy, and the consistency of those students achieving and not achieving proficiency). Reliability coefficients should be presented for all students, general education students, gender, ethnicity, special education, and all other special subgroups. Include in this section the steps that were used to estimate reliability of school means, and the procedure followed to estimate the amount of inter-rater agreement. The standard error of measurement portion of this section should include both classical test theory and item response theory. In addition, this section should include a summary of the set of analyses used to estimate the accuracy and consistency of decisions based on performance levels.

Evidence of Validity

This section should include validity evidence as related to test development and evaluation. Two types of validity should be included: content validity and construct validity. In addition, this section should include evidence of unidimensionality.

Equating and Scaling Procedures

This section should include a summary of which approaches were applied to the ARMT data to conduct equating and scaling procedures, the steps followed in equating the ARMT, and how the scaled scores were generated. It should include tables that display raw scores and scaled scores for reading and mathematics across the test levels (Grades 3 through 8).

Quality Control Procedures

This section should include a description of the quality control system used to verify the scoring and reporting of test results and ongoing quality control procedures in the test development process. A guide for selecting process improvement strategies and the identification of issues most critical to quality and process improvement should be included.

PART II: LIVE ADMINISTRATION

This part of the ITB outlines procedures related to the live administration of the *Alabama Reading and Mathematics Test* (ARMT) in spring 2012, spring 2013, and spring 2014. Responses submitted for this ITB should include a detailed plan of action that describes how each of the tasks specified below will be accomplished.

The *Alabama Science Assessment* (ASA) has already been developed and will be inserted into the test booklet, administered, scanned, scored, and reported as part of the ARMT+. The ASA consists of 66 multiple-choice questions for Grade 5 and 66 multiple-choice questions for Grade 7.

The combination of the ARMT and the ASA will change the name of the assessment to the ARMT+. The SDE will have final approval for all steps in the printing, distribution, administration, collection, scoring, and reporting of the ARMT+.

Estimated Number of Students Tested

Currently, approximately 55,000-60,000 students are tested in each grade level. A cost estimate is needed for Grades 3 through 8. The SDE will only be charged for the actual number tested for scoring. **In preparing the “Cost Response,” vendors must bid “unit” prices, not block prices.** The SDE will be charged the actual number tested for scoring.

Development of Answer Documents

The vendor will develop the Answer Document (see excerpt of current answer document found in Appendix E, pages 102-117) to be used for the ARMT. One answer document will be developed for each grade (Grades 3 through 8). The SDE will have final approval. The vendor will provide to the SDE the answer document in electronically readable form. A different color of scannable ink will be used for each grade.

Development of Answer Document Pre-Identification (Pre-ID) Labels

The vendor will develop the Pre-Identification (Pre-ID) labels to be used on the answer documents. The answer document Pre-ID Label will contain all of the information provided on the sample in Appendix F, pages 118-119. Font size for the name shall be at least 14-point print. The vendor will provide to the SDE a camera-ready proof. The SDE will have final approval.

Development of the Test Administrator’s Manual

The vendor will revise the existing Test Administrator’s Manual for the live administration. The same manual for each grade will be used for all the three equivalent forms of this assessment. The SDE will have final approval. The vendor will provide to the SDE a camera-ready proof. The vendor will provide to the SDE the Test Administrator’s Manual in electronically readable form.

Development of Prototypes of Reports

The vendor will revise the existing reports to be used for future administrations of the ARMT+. The vendor will include the following reports: Chief State School Officer's (CSSO) Report, State Summary Report, System Summary Report, School Summary Report, Master List of Students Report, Student Label, Individual Reports (Student and Home Report), and Student Data CD in Excel format for each LEA.

Printing of Testing Materials

The vendor will print the materials as listed in accordance with the specifications in this ITB. The vendor will convert and print the existing ASA assessment in the test booklet according to the same color specifications as the ARMT. The ASA is currently printed in black and white. The ASA will be converted to four-color print by the vendor when it has been added to the ARMT test booklet. Items and graphics for the ARMT+ (ARMT/ASA) will be in four-color print. Printing, delivery, and pickup of the testing materials must be a secure process. Minor changes to improve design are acceptable. All proposed changes must be approved in writing by the SDE. The vendor's work plan will allow for SDE approval of two proofs before printing. The SDE must approve a camera-ready proof and blueline or laser proof before printing. Also, the vendor will format the test booklets, answer documents, answer document pre-identification (Pre-ID) labels, and the test administrator's manual. The SDE will approve the formatting of each document before printing. **Graphics for all booklets will be the responsibility of the vendor.** It is the vendor's responsibility to do a final proofreading of all printed materials for accuracy prior to production. The vendor should check to make sure that the test booklets, answer documents, and the test administrator's manual are aligned. Any costs incurred for additional printing, distributing, or scoring because of an error in text/type will be paid by the vendor.

A description of required printed materials for the ARMT+ is as follows:

A. Regular Format of the Test Booklets

Specifications are as follows:

1. Print type must be 12-point black ink on dull white paper or equivalent.
2. Item choices will be printed in black; items and all graphics will use four-color print.
3. Quality of paper will be 20 pounds or equivalent.
4. Format of pages will be front-back.
5. Booklets will be saddle-stitched down the folded center.
6. Key vocabulary will be underlined in the reading passages and test items for the third grade and placed in italics for Grades 4 through 8.
7. The design of the cover will contain full color graphics or pictures. The cover will be the result of a collaborative effort between the SDE and the vendor, and will be determined at a later date. (see Appendix G, pages 120-121). Each test booklet and answer document will be color coded by grade. The colors are as follows: 3rd grade – magenta, 4th grade – teal, 5th grade – orange, 6th grade – red, 7th grade – purple, and 8th

- grade – green.
8. Each test booklet will be numbered sequentially by grade, with no omissions or duplications, beginning with 00001 and ending with the highest sequence numbers specified for each grade tested. Font size for the numbers will be at least 14-point print. The sequence numbers will appear in the upper left corner of the front cover approximately one inch from the top and left edges. All sequence numbers will be printed in an upright position. The vendor will guarantee that the printing of sequence numbers be legible and positioned as specified. The inside of front and back covers for all booklets must not be used to print the examination and must be blank.
 9. A Reference Page will be included in the front of the 7th and 8th grade mathematics subject of the test booklets.
 10. Consecutive numbers for each grade will be shipped to the LEA. The sequence numbers for each grade do not have to be the same (example: Grade 3-2050 to 3050, Grade 4-3025 to 4025).
 11. The school year will be printed in the upper right corner of the front cover one inch from the top and right edges. Font size shall be at least 14-point print.
 12. Approved representatives from the SDE will sign the proof copies before printing begins.
 13. Test booklets will be shrink-wrapped in packages of 30.
 14. In order to provide quality control for the final product, the vendor must implement at least two levels of inspection.
 - a. One of every 1,000 sheets is to be inspected during the printing process. (Each sample will be checked for trim size, ink density, page collations, stability of bind, and smears or flaws of any kind).
 - b. One out of every 500 documents is to be inspected during the binding process. (Each sample will be checked for trim size, ink density, page collations, stability of bind, and smears or flaws of any kind).
 15. Print quantity for each grade will be approximately 72,000.

B. Special Formats of the Booklets

1. Large-Print Format of the Booklets:
 - a. Print will be dark black ink on dull white paper.
 - b. Print type must be 18-point print True Type Font Verdana. In order to have an accurate 18-point print character, you will need to measure the lower case letters “x” and “t” of the selected size and font. The height of the letter when printed should be at least 1/8 of an inch.
 - c. Quality of paper will be 80 pounds.
 - d. Cover print will be black ink on white paper.
 - e. The inside of front and back covers for all booklets must not be used to print the examination and must be blank.
 - f. Each test booklet will be numbered sequentially by grade, with no omissions or duplications, beginning with 001 and ending with the highest sequence numbers specified for each grade tested. The sequence numbers will appear in the **upper**

left corner of the front cover approximately one inch from the top and left edges. All sequence numbers will be printed in an upright position. Font size for the numbers will be at least 14-point print. The vendor will guarantee that the printing of sequence numbers be legible and positioned as specified.

- g. Quantity for each grade will be approximately 100 test booklets.
 - h. The size of the test booklet will be 14" x 18" and will be bound on the left side with a plastic spiral.
 - i. Shading should be avoided in all graphics.
 - j. The content of the test booklets and answer documents will be the same as that of the regular print materials.
 - k. The school year will be printed in the upper right corner of the front cover one inch from the top and right edges. Font size will be at least 14-point print.
 - l. One of every 100 sheets is to be inspected during the printing process. (Each sample will be checked for trim size, ink density, page collations, stability of bind, and smears or flaws of any kind).
 - m. One out of every 25 documents is to be inspected during the binding process. (Each sample will be checked for trim size, ink density, page collations, stability of bind, and smears or flaws of any kind).
 - n. The SDE will have final approval of proofs before printing.
2. Braille Format of the Booklets
- a. Print quantity for each grade will be approximately 5 test booklets.
 - b. Quality of paper will be 80 pounds, 100% wood paper suitable for braille embossing.
 - c. The test booklet will be bound on the left side with a plastic spiral.
 - d. The assessment name, grade, and year will be printed on the front cover.
 - e. The test booklets will be individually shrink-wrapped.
 - f. The SDE will have final approval of proofs before printing.
 - g. One brailled booklet for each grade will be produced and sent with a regular test booklet to an individual who has contracted with the SDE for proofing. Once approved, the remaining brailled test booklets will be produced.

C. Answer Documents for the ARMT+

Specifications for regular Answer Documents are as follows:

1. The demographic data will be on page 1 of the answer document (see Appendix H, pages 122-123). The answer document will have bubbles for multiple-choice items, grids for gridded response items, and answer boxes for open-ended items. The answer document will also contain a section for the 66 ASA multiple-choice items for Grades 5 and 7 only.
2. The print will be scannable ink on white paper. There will be a different color ink for each grade. The color is to be the same color as the corresponding test booklet.
3. The quality of paper will be scannable.

4. The design of the cover will be the result of a collaborative effort between the SDE and the vendor and will be determined at a later date.
5. Answer documents will be shrink-wrapped in packages of 30.
6. The school year will be printed in bold ink on page 1 of the each answer document.
7. The answer documents will be printed with a lithocode and a human readable number on each page of the answer document.
8. In order to provide quality control for the final product, the vendor must implement at least two levels of inspection. During the printing process, the vendor must pull at least one sample per 1000 printed and inspect each answer document for flaws (e.g., smears, ink density, and page orientation). The second level of inspection will take place during packaging. At least 5% of packages will be inspected for flaws, document count, and security of packaging.
9. The answer document must contain an area for placement of a bar-coded, scannable Pre-ID label.
10. The used answer documents will be kept by the vendor for one year after testing.
11. SDE permission is required before answer documents may be destroyed.

Specifications for Large-Print Answer Documents are as follows:

1. The content of the large-print answer document will be the same as the content of the regular answer document.
2. The print will be bold black ink on white paper.
3. Print type must be 18-point print True Type Font Verdana.
4. Quality of paper will be 80 pounds.
5. The answer documents will be printed with a lithocode and a human readable number on each page of the answer document.
6. The answer documents will be kept by the vendor for one year.
7. SDE permission is required before answer documents may be destroyed.

D. Answer Document Pre-Identification (Pre-ID) Label:

Specifications are as follows:

1. Must be a bar-coded, scannable Pre-ID label.
2. Contains the demographic data necessary to identify the student taking the ARMT+ assessment.
3. Size of Pre-ID label is to be agreed upon.
4. Student data provided by the SDE will be used to generate the Pre-ID labels. Student data will be provided at a mutually agreed upon time.
5. The name on the Pre-ID labels will be printed in 14-point font and there must be a place on the answer document for placement of the Pre-ID label. SDE must approve the font size.

E. Test Administrator's Manual

The vendor will revise and print the Test Administrator's Manuals (approximately 30 pages) to be used for the ARMT+. A separate manual will be printed for each grade (3 through 8). The SDE will have final approval. The vendor will provide to the SDE the Test Administrator's Manual in electronically readable form.

Specifications are as follows:

1. The print will be black ink on dull white paper.
2. The design of the cover will contain full color graphics or pictures matching the graphics or pictures used on the test booklet for that specific grade level. The cover will be the result of a collaborative effort between the SDE and the vendor, and will be determined at a later date. (See Appendix G, pages 120-121). Each test administrator's manual will be color coded by grade. The colors are as follows: 3rd grade – magenta, 4th grade – teal, 5th grade – orange, 6th grade – red, 7th grade – purple, and 8th grade – green.
3. Instructions read to students will be in bold type.
4. The format of pages will be front-back.
5. The Test Administrator's Manual will be saddle stitched down the folded center.
6. The quality of paper will be 20 pounds or equivalent.
7. The manuals will be numbered sequentially. The sequence numbers will appear in the upper left corner of the front cover approximately one inch from the top and left edges. All sequence numbers must be printed in an upright position. The print type for the numbers must be 14-point font. The vendor must guarantee that the printing of sequence numbers be legible and positioned as specified.
8. The quantity will be approximately 1 per every 14 students enrolled.
9. Consecutive numbers for each grade will be shipped to the LEA.

F. Prototypes of Reports

1. Chief State School Officer's Report for Alabama
2. State Summary Report
3. System Summary Report
4. School Summary Report
5. Master List of Students Report
6. Student Labels
7. Individual Reports (Student and Home Report)
8. Student Data CD

Products to be Provided by the Vendor

A. Shipping Labels

The vendor will provide colored labels for shipping used answer documents and different colored labels for shipping all other testing materials to vendor's location. The SDE must approve carrier for all shipping. (See Appendix I, pages 124-126).

B. Containers

The vendor will provide containers for school systems to return used answer documents and containers to return all other testing materials to the vendor. Sufficient quantity of containers to accommodate all used answer documents and all other testing materials for the entire system will be included with shipment of materials to the system.

C. School Header Sheet

The vendor will provide preprinted and precoded header sheets for each school. Each school system in Alabama is assigned a three-digit system code and each school within each system is assigned a four-digit code. These codes will be included on the School Header Sheet. A supply of 7 blank, generic header sheets will be provided to each LEA.

D. System Header Sheet

The vendor must provide each LEA with a system header sheet for Grades 3 through 8. (See Appendix J, pages 127-128.)

E. Artwork for *Student Assessment Handbook*

The vendor will provide graphic displays of testing materials for use in the *Student Assessment Handbook*. These must be provided in electronic form. The artwork will include samples of the answer document demographic page, labels, placement of Pre-ID labels, school and system header sheets, and any other form(s) used during the administration of the assessment. This artwork will be provided in November prior to the test in April.

F. Packing List

The vendor will provide each LEA with a packing list in box #1 of the LEA shipment. The packing list will include **at least** the following information: the number of test booklets of each form delivered to the system, the sequence number of the test booklets for each form, the number of the Test Administrator's Manuals, the sequence numbers of the Test Administrator's Manual, the number of answer documents, and the number of any additional materials used during the test (i.e., rulers, reference sheets).

Distribution of Test Materials

The vendor should include in the response a detailed description of the procedures along with the name of the subcontractor or carrier to be used to distribute testing materials to each LEA. These

procedures must be approved in advance by the SDE. The vendor's procedures must include the following activities in connection with the distribution of materials:

- A. Obtain a list of System Test Coordinators, LEA names, mailing addresses, and shipping addresses from the SDE.
- B. Generate a packing list based on student enrollment and a 10% overage of all materials for each LEA.
- C. Develop a plan which emphasizes quality control in the "picking and packing" operation.
- D. Assume responsibility for **inside** delivery of the testing materials to each LEA. It will be the responsibility of the vendor to ensure that specified quantities reach the LEAs by the date agreed upon in the planning meeting. Testing materials must remain secure at all times.
- E. Develop a plan to deliver additional materials requested by any LEA after the original delivery date.

Collection and Destruction of Testing Materials

The vendor's response should include a detailed plan along with the subcontractor or carrier to be used for the collection and destruction of used answer documents and all other testing materials from each LEA. The SDE must approve vendor's plan for collecting and destroying all testing materials. The SDE must approve carrier for all shipping. The vendor must arrange for an inside collection/pickup of the testing materials at collection sites or at each LEA's location. If collection sites are used for picking up used answer documents, the vendor must provide enough sites so that LEAs will not be required to drive over one hour one way to and from the site. The vendor must pick up all other testing materials at each LEA. The vendor will pay charges for shipment of testing materials. The vendor must ensure that the testing materials will be picked up on the date at the time agreed upon during the planning meeting. The vendor must ensure that all test booklets are secured at all times.

The used answer documents will be received in the scoring center within two working days after they are picked up from the LEA by the vendor. All other testing materials will be received at a later date for verification and destruction by the vendor. No materials will be destroyed without the approval of the SDE. The SDE must receive documentation of destruction of testing materials.

Verification of Testing Materials

The vendor should include in the response a detailed plan for verifying the receipt of all test booklets. The vendor must account for all test booklets.

Procedures for Data Identification, Receipt Control, Editing, and Scoring

The vendor's response should include detailed procedures for data identification, receipt control, editing, and scoring of answer documents. The vendor will develop procedures for documenting errors made by the LEAs in preparing answer documents for scoring. Error logs, which identify by school and LEA all failures to follow established procedures, will be maintained and

delivered to the SDE as part of the final report. The vendor will develop detailed quality control procedures which will be exercised during the editing and scoring of student answer documents.

Provisions will be made for editing answer documents and headers which contain double grids or inaccurate gridding of printed information. Answer Documents that are coded incorrectly with respect to student, school, or LEA identification, or that are deemed partially or wholly unscorable for any reason must be edited, as well.

All student identifiable demographic information and student test data provided to the vendor or retrieved from student answer documents must be treated as secure information. The vendor must provide all protections required by the *Family Educational Rights and Privacy Act* (FERPA) for data received, retrieved, and released. This will include providing a secure FTP site for the transmission of the following: receiving data from the Alabama State Department of Education (SDE), providing data to the SDE, and providing data to specific vendors at the request of the SDE.

The vendor shall develop a plan that emphasizes security and adherence to FERPA throughout the contract at every stage of the process. The plan must be approved by the SDE upon award of the contract.

Scanning and Scoring the Answer Documents

The vendor will develop a detailed plan for scanning and scoring the used answer documents. All used answer documents will be scored in the same scoring center within the same city. A test deck, including all possible scenarios and potential problems, will be passed through the scoring process prior to actual scanning and scoring to test the system.

The test has two types of items:

A. Machine-scorable Items

The document to be scanned by the vendor contains machine-scorable items (multiple-choice and gridded). The documents are the header sheets and the answer documents. The data to be scanned consist of demographic information and item marks. Header sheets are to be provided by the vendor. **Again, the vendor must bid “unit price”.** The contract will indicate that the SDE will be billed for the actual number of documents scanned.

B. Open-ended Response Items

The vendor will develop a detailed plan for scoring the open-ended response items. The scorers must have a minimum of a bachelor’s degree and be trained in the area of English language arts/reading or related area for scoring reading open-ended response items and mathematics or related area for scoring mathematics open-ended response items. The plan will include **at least** the following: the number of personnel to score the open-response items, the procedures used to train the scorers, a timeline for scoring and the

safeguards used to ensure accuracy and reliability of scoring. Each open-ended response will be scored by one individual. A 10% read-behind required to ensure accuracy and reliability in scoring. Daily statistics must be generated for scorer reliability to determine when recalibration is needed during scoring.

All scorers should have training in the area of mathematics and/or reading. The contract will indicate that the SDE will be billed for the actual number of answer documents scored.

Before scoring, the vendor's staff must verify the answer keys by taking the test. The SDE will receive copies of the vendor's answer keys. The vendor will pay any costs incurred for additional scoring, printing of reports, and distributing of reports because of errors in the answer keys.

Scanned data for the ARMT+ answer media will be passed through a scoring program to produce converted data. The individual student data must be provided to the SDE on a CD. The Course of Study standard number for each item must be included in the data file. All files are to be built separately for Grades 3 through 8.

Pilot System and State Data Review

The SDE will be conducting a pilot system and state data review. This review is necessary to verify accuracy of testing results. The vendor will be responsible for having Quality Assurance sign off on the pilot review before the arrival of the SDE. The vendor will have their psychometrician sign off on all conversion tables as well. During the review, the vendor will provide the SDE with calculators, multiple-choice scoring templates, scoring keys, tests, reports for pilot systems, answer documents, conversion tables, and anything else necessary for determining accuracy of scoring. A separate review will be conducted on all state data. The following is a list of reports to be ready for state data review:

Braille by grade

List of braille students

NSA (Non-standard administration) by grade

Accommodations by grade (reading and mathematics separately)

ARMT performance level of 3 and 4 score distribution

Number of Pre-ID labels used by grade

Printing and Packing of Reports

The vendor will print reports for the administration of the ARMT+. The vendor will produce the following reports for the ARMT+: Chief State School Officer's (CSSO) Report, State Summary Report, System Summary Report, School Summary Report, Master List of Students Report, Student Label, Individual Reports (Student and Home Report), and LEA Data CD in Excel format. Sample reports are provided in Appendix K, pages 129-137. All reports will be laser printed on sheets of 8 ½" x 11", 20 pounds, long grain, curled down, and smooth finished, white paper. The student labels will be laser printed with a 10-point font. Student labels for cumulative folders will display the student name, assessment taken, school system, school, State Student

Identification Number (SSID), raw scores, scaled scores, achievement levels. (See Appendix L, pages 138-139). The LEA reports for the ARMT+ will be sent to LEA superintendents. A copy of the CSSO Report and copies of all Group Reports will be sent to the SDE. The vendor may propose any changes in format that it deems would make the reports more useful. Such changes must be approved by the SDE in writing. All reports must be organized by school within each LEA. The vendor will also provide to the SDE two CDs containing all student data for the administration of the ARMT+. The SDE reserves the right to modify reports upon annual review at no additional cost. All reports must be approved by the SDE prior to printing.

The Reports for the ARMT+ to be **sent to the SDE** are as follows:

1. 3 CDs with CSSO Report for Grades 3 through 8 (combined electronic file)
2. 3 CDs with State Report Grades 3 through 8
3. 3 CDs with Student Data for Grades 3 through 8 (Must include all Demographic Data captured and all scores)

Then, pack as follows:

LEA A

1. LEA A Group Reports Grades 3 through 8

School A

2. School A Group Reports Grades 3 through 8

School B

3. School B Group Reports Grades 3 through 8

School C

4. School C Group Reports Grades 3 through 8

LEA B...

The Reports for ARMT+ are to be packed and **sent to LEA superintendents** in the order listed:

1. LEA Group Reports Grades 3 through 8
2. LEA Student Data CD for Grades 3 through 8 (Excel Format)
 - School A
 - a. Grades 3 through 8 Group Reports
 - b. Grades 3 through 8 Master Lists
 - c. Grades 3 through 8 Student Reports
 - d. Grades 3 through 8 Home Reports
 - e. Grades 3 through 8 Labels

School B

- a. Grades 3 through 8 Group Reports
- b. Grades 3 through 8 Master Lists
- c. Grades 3 through 8 Student Reports
- d. Grades 3 through 8 Home Reports
- e. Grades 3 through 8 Labels

School C...

***Reports are to be packed in the order above.**

Box #1 of all sets of reports and labels sent to each LEA Superintendent must contain a cover letter which explains their contents.

Information Related to the Packing of Results

1. The vendor will exercise care in matching the system code number on the shipping label to the system code number appearing on all reports.
2. The vendor will verify printing of all laser-printed reports and labels.
3. A cover letter must accompany each set of reports that are shipped. The SDE must approve the cover letter.
4. The vendor will package all reports by LEA with LEA reports first, then school-level reports by school within the LEA.
5. The vendor will assume all costs for packing reports by system and for inside delivery of all reports to each LEA's superintendent and the SDE.
6. The vendor will address the reports to the LEA's superintendent, not the System Test Coordinator.
7. The vendor will not release any information concerning any reports to anyone except authorized SDE personnel.
8. Reports for the SDE will be clearly labeled as:

**Alabama State Department of Education
Assessment and Accountability
Division of Student Instructional Services
Gordon Persons Building, Room 3306
50 North Ripley Street
Montgomery, Alabama 36130-2101**

List of Deliverables

The SDE will receive samples of the following products before shipping to LEAs to ensure accuracy.

1. Test Administrator's Manuals for Grades 3 through 8
2. Test Booklets for Grades 3 through 8 (regular and large-print)
3. Rulers (math only)
4. Answer Documents
5. Answer Document Pre-Identification (Pre-ID) Labels (sample)
6. System Test Coordinator's Kit
7. LEA header, school header, and shipping labels (samples)

The vendor will produce the following reports after the spring 2012 live administration of the ARMT+ assessment:

1. Chief State School Officer's Report for Alabama for Grades 3 through 8 (in alphabetical order)
2. State Report for Grades 3 through 8
3. LEA Report for Grades 3 through 8 (in alphabetical order)
4. School Report for Grades 3 through 8 for each school within the LEA
5. Master List by School for Grades 3 through 8
6. Individual Reports for Grades 3 through 8
7. Home Report for Grades 3 through 8
8. Student Label for Grades 3 through 8
9. Student Data CD for each LEA for Grades 3 through 8 (Excel format)
10. Student Data CD for the SDE for Grades 3 through 8
11. State Summary Data CD for the SDE for Grades 3 through 8

Secure FTP Site

The vendor is responsible for setting up a secure FTP site to be used for the transference of data between the vendor, the SDE, and Data Recognition Corporation (DRC). The vendor will provide the SDE and DRC with the appropriate usernames and passwords.

Data to Data Recognition Corporation (DRC)

The vendor will transmit demographic data only with unique identifiers and demographic data with unique identifiers and achievement levels to DRC through the secure FTP site. Specific dates for transmission can be found in the timeline.

An electronic copy of the student data file containing demographic data and all scores including scores by content standard must also be sent to Data Recognition Corporation by **June 29, 2012**.

Web Reports (Cost Option)

The vendor should provide web reporting for selected ARMT+ reports as a cost option. These reports will be posted on the vendor's secure Web site. The SDE, each LEA, and each school representative will be provided user names and passwords for access to their respective reports. The SDE representatives will be on location prior to this time to verify reports. The reports will include Chief State School Officer's Report, State Report, LEA Report, School Report, Master List by School, Student Report, and Home Report. These reports will be provided to the SDE on a CD.

Standard Setting (Cost Option)

The vendor should provide a standard setting to establish new cut scores for the ARMT+ as a cost option. The first live administration for all grades is scheduled for spring 2012. It is the intentions of the SDE to use the four existing achievement levels. The four achievement levels are:

- Level I – Does Not Meet Standards
- Level II – Partially Meets Standards
- Level III – Meets Standards
- Level IV – Exceeds Standards

However, after the first live administration of the test, the vendor may be required to conduct a standard setting meeting to determine new cut scores for each content (reading and mathematics) and each grade (Grades 3 through 8 for reading and mathematics). Therefore, the SDE is requesting the vendor to price as a cost option the conducting of a standard setting meeting for each content (reading and mathematics) and each grade (Grades 3 through 8 for reading and mathematics). If a standard setting meeting **is** required, the modified-Angoff method is the method that the vendor will be required to use. Using the modified-Angoff method, the vendor's technical person must present the results to the SDE and Alabama Technical Advisory Committee. In the vendor's response, the vendor must explain in detail how the vendor will conduct the standard setting meeting.

In conducting the modified-Angoff method, each standard setting committee will include 16 teachers per grade per subject-area. Each committee member will be a specialist in the subject area. The length of the standard setting committee meeting will be three days. The location of the standard setting committee meeting will be in Alabama. The SDE will select the committee members and arrange for the members to serve on the committee, but the vendor will pay their per diem and travel in accordance with State regulations. The SDE will be billed for the actual number of committee members who attend the meeting. The vendor will be responsible for securing a meeting place and for any expenses connected with conducting the meeting. The vendor will provide all materials to be used during the meeting. The vendor's technical specialist (not a subcontractor) is required to conduct the meeting and write and present the report to the SDE. The vendor will pay the expenses for their representatives.

Alignment Study

The vendor will arrange for an independent alignment study for the newly developed ARMT to be conducted and will use Norman Webb's method for conducting the alignment study. For NCLB alignment, state assessments must offer minimally 50% of the items at the Depth of Knowledge (DOK) level specified in the framework for the objectives being assessed. The largest percentage of items must be built to "proficient" level. The assessment and standards must cover comparable "range" or breadth of knowledge with an appropriate "balance" of knowledge across standards.

The alignment committee for each subject and grade level will include four Alabama teachers and four out-of-state consultants. The length of the alignment committee meeting will be approximately two days for each grade-level assessment. The alignment study meeting for more than one grade level may occur simultaneously. The location of the alignment study committee meeting will be in Alabama and the study must be conducted once the forms have been developed but before the printing of the test booklets for the live administration in spring 2012. Any problems found with alignment must be corrected and incorporated into the forms for the spring 2012 administration.

The SDE will select the Alabama teacher committee members and arrange for them to serve on the committee. The vendor will pay their per diem and travel in accordance with State regulations.

The vendor will select the out-of-state consultants, arrange for them to serve on the committee, and pay their expenses. The vendor will provide the individuals necessary to conduct the meeting, as well as, providing all materials to be used during the meeting. The vendor will be responsible for securing a meeting place and for any expenses connected with conducting the meeting.

Computer Programs

The vendor will be responsible for developing all programs to score answer documents and create reports. All programs developed under this contract will become the property of the SDE at the end of the project. The vendor must assure that any other states, organizations, or individuals will not use these programs.

ARMT Equivalent Test Forms and Equating Forms

The SDE will have three equated scaled ARMT forms for Grades 3 through 8, as-well-as, raw-score to scale-score tables. The new forms of the assessment should be equated to the previous forms. Item Response Theory (IRT) approaches, specifically the Rasch model, were used to conduct equating and scaling procedures on the previous forms. Once the assessment has been administered the vendor will review the test data and, if needed, recalibrate each form and re-anchor through the field test item pool to reflect any adjustment that needs to be made. The vendor must be able to defend (in and out of court) the equivalence of each form to all other forms and how they propose to do the recalibrating of forms.

ARMT Item Bank to Develop Additional Forms

The vendor will provide an item bank with additional items to allow for the replacement of all open-ended items to each form. **Two** additional (multiple-choice and gridded) items per content standard should be provided in the Item Bank. An item bank containing no less than 12 additional open-ended items per standard in reading per grade (Grades 3 through 8); 12 additional open-ended items per standard in mathematics per grade (Grades 3 through 7); and 15 additional open-ended items per standard in mathematics for Grade 8 must be maintained by the vendor in the form of computer files and paper copies. Test items should be readily available to both the vendor and SDE staff for reference, test construction, test booklet design, and printing. A statistical item bank should be developed to store supporting and identification information on each item. The information in the statistics item bank should include but is not limited to each item's code number, grade level, content area, content standard and reporting category, field test date, test form, and item statistics.

Data Analysis and Reporting

The vendor will analyze the data, print copies of reports, and provide data on a CD for the SDE. Before the vendor begins production of reports, the SDE must verify the accuracy and quality of the scanning and report generation. The vendor will create a mock set of answer documents gridded to cover all response ranges, ID ranges, blanks, double grids, and whatever other responses are called for in each grade. The vendor will process the mock answer documents through the scanning program and the pre- and post-edit programs. The vendor must thoroughly hand-check the data created against each answer document to ensure that the machine is scanning correctly, the pre-edit program is checking the appropriate fields, the post-edit program is checking the appropriate fields, and that the post-edit program is accepting corrections properly. After the mock data have been verified, the SDE will identify two pilot LEAs. The data from those LEAs will be put through the same quality control procedures as the mock data by SDE representatives. The SDE will visit the scoring center to validate scoring procedures, to examine and evaluate dumps of all files, and to verify copies of all reports for those LEAs. As soon as the SDE has verified the accuracy of the files and reports, the vendor will produce final files and reports. The SDE reserves the right to modify reports upon annual review at no additional cost.

The vendor will analyze the live administration data and produce classical statistics for each test item. Classical statistics shall indicate at a minimum: p-values, option frequency distribution, and pt-biserials. At the state level, the vendor will produce separate analysis by gender, ethnic group, LEP, migrant, special education categories, and tested with accommodations.

For the spring 2012 administration, all LEA reports are to be in the school systems **June 29, 2012**. The SDE copies of LEA reports, the SDE reports, the student data CDs, and the summary data CDs are due to the SDE by **June 29, 2012**. For the spring 2013 administration, all LEA reports are to be in the school systems **June 28, 2013**. The SDE copies of LEA reports, the SDE reports, the student data CDs, and the summary data CDs are due to the SDE by **June 28, 2013**.

For the spring 2014 administration, all LEA reports are to be in the school systems **June 27, 2014**. The SDE copies of LEA reports, the SDE reports, the student data CDs, and the summary data CDs are due to the SDE by **June 27, 2014**.

Technical Report (Years 2012 - 2014)

The vendor will produce a technical report for the ARMT+ for each year of the test administration. The technical report should include analyses of the items' performance according to their test sequence and should identify their correct responses. Analyses should be done by a psychometrician and should cover item- and test-level information. The technical report should include a variety of statistical information with classical test theory (CTT) and item response theory (IRT). Test level statistics are to include descriptive statistics of raw score and scaled scores for total; distributions of raw scores and scaled scores; raw score to scaled score conversion tables; reliability analyses; and conditional standard errors. Item level statistics are to include item mean, pt-biserial, p-values, distracter analyses for multiple-choice items, and frequency distribution of number of points for open-ended items. Each report should include guidelines for interpreting test and item statistics. This guideline should provide the terminology used for each report, their definitions, and descriptive ways to look at the results of item- and test-level analyses of each administration. Item analyses will be submitted to the SDE for consideration in both hard copy and electronically readable form.

CONTRACTUAL INFORMATION

Acceptance of Response Content

The contents of the response of the successful vendor and the specifications in this ITB will become a contractual obligation if a contract ensues. Failure of the successful vendor to accept this obligation will result in cancellation of the award and will provide justification for removal of the company from the SDE vendors list until such time as he/she may prove to the satisfaction of the SDE his/her ability to bid responsibly.

Performance Bond

The selected vendor should, within ten days after notification of the award and at no additional cost to the SDE, furnish a performance bond in the amount of \$1,000,000. The performance guarantee will be one of the following: cashier's check, other type bank certified check (personal or company checks not acceptable), money order, an irrevocable letter of credit, or surety bond issued by a company authorized to do business within the state of Alabama. The director of the Department of Finance or his designee will be the custodian of the performance guarantee. The performance guarantee will reference this bid and will be payable to the State of Alabama.

Liquidated Damages

Since timely delivery is imperative, the vendor will be required to enter into the following agreement related to the completion of the activities identified with asterisks in the section labeled "Timeline" on pages 9-14.

Inasmuch as failure to complete the activities within the time fixed in the contract will result in substantial injury to the SDE and since damages arising from such failure cannot be calculated with any degree of certainty, it is agreed that for each and every day key activities remain incomplete beyond the time set of their completion, the vendor will pay to the SDE the sum of 2.5% of the price associated with the **Total Base Bid** for the contract year. Should the vendor see that he/she would not be able to meet a date, he/she may request an extension. This request may or may not be granted at the discretion of the SDE. If approval is granted by the SDE, liquidated damages will not be assessed for the duration of the extension.

Delivery Dates

The SDE reserves the right to delay scheduled due dates if the delay is to the advantage of the SDE and if the delay creates no extra cost to the vendor. If this option were exercised, liquidated damages would not be charged for that period.

Design Control

The control of design remains the total responsibility of the SDE. Changes in the design made after the award of the contract will be at the discretion of the SDE. The SDE also reserves the right to substitute work tasks on a generally equal basis. Any substitutions must occur prior to

the vendor's final effort toward completing the task. All design changes or substitutions will be given in writing to the vendor. The intent of this section is not to allow for increasing the scope of the ITB, but to protect the SDE as improvements in design become evident during the development schedule.

Contract Payment

The SDE must receive the bill for the final payment on the last working day in September of each contract year. The vendor may bill the SDE more than once during a contract period for any work completed by the invoice date.

Contact and Communication Between The Vendor And The SDE

One staff member from Assessment and Accountability will be assigned to manage the contract resulting from this ITB under the overall supervision of the Coordinator of Student Assessment. The successful operation of the project will require periodic meetings between the vendor and SDE staff. The first meeting will take place at the vendor's offices. Vendors should plan on conducting any meeting with staff that are necessary for the successful completion of all work tasks. All costs (travel, lodging, etc.) associated with the meetings are the responsibility of the vendor. Meetings will be necessary in connection with the following activities:

1. A Planning meeting (year 1, 4 SDE people, 3 days)
2. Close-out/Planning meeting (years 2-5) with the presentation of vendor's report (3 SDE people, 2 days)
3. Content and Test Specifications Meeting (year 1, 4 SDE people, 5 days)
4. Monitoring the training of ARMT scorers and monitoring scoring of open-ended items (same trip 4 SDE people, 7 days)
5. Review of pilot system data and reports for ARMT+ (4 SDE people, 8 days)
6. Review of state data for ARMT+ (1 SDE person, 2 days)

Optional meetings between the vendor and the SDE staff may be necessary. If the SDE deems these meetings necessary, the meetings will be held at the expense of the vendor.

1. Supervising the packing of testing materials (2 SDE people, 2 days)
2. Supervising the accounting of pilot testing materials (2 SDE people, 3 days)
3. Monitoring the training of item writers and item writing (3 SDE people, 3 days)

Written Reports and Telephone Communications

The vendor will submit written progress reports weekly, indicating accomplishments during that week. Any agreements arrived at over the telephone must be confirmed in writing in that weekly report. The vendor will also prepare a written final report that identifies any problems and suggests modifications for future years. Topics to be covered include, but are not limited to, the following:

1. A detailed review of planned procedures

2. A detailed review of actual procedures employed, a comparison with planned procedures notation of discrepancies, and an explanation of the cause of these discrepancies
3. A detailed review of the problems encountered in the execution of the testing program and suggestions for elimination of problems in subsequent years
4. Other suggestions for the improvement of procedures, plans, and activities of the testing program in future years.

The SDE states emphatically the need for maintaining a steady flow of communication between the SDE and the vendor. The SDE will have final approval for all steps in the development, administration, scoring, and reporting of the *Alabama Reading and Mathematics Test (ARMT)* and the administration, scoring, and reporting of the ARMT+.

RESPONSE TO THIS ITB PREPARATION

The response should have four clearly labeled sections:

Section I	Technical Response
Section II	Management Response
Section III	Mandatory Requirements
Section IV	Cost Response

Technical Response

This section of the vendor's response will become, if the vendor is awarded the contract, the Statement of Work for which the vendor will be contractually responsible. The vendor's technical response shall describe in narrative form the technical plan for accomplishing the work involved. The response will indicate an understanding of the tasks to be performed, the overall scope of the work, and the problems likely to be encountered in performing the tasks. Methods and procedures to be used in accomplishing each task shall be defined in detail. Any special attributes or capabilities should be identified. Any additional information that is believed to be relevant to the evaluation of the response should be included. The technical response should provide responses to the following tasks statement, but is not limited to those listed:

ARMT:

1. Describe the procedures used to update the item specifications.
2. Describe the procedures used to select, train, and supervise item writers and the procedures for writing items.
3. Describe the method for item pilot testing. The proposed sampling design should include the number of students responding to each item and how the vendor will ensure comparability of samples of students.
4. Describe the analysis of item pilot data.
5. Describe the development of the item bank.
6. Describe the development of rubrics for open-ended items.
7. Describe the development of three unique equivalent forms.
8. Describe the development of an item classification system.
9. Describe the procedure used for item review.
10. Describe the development of prototypes of reports.
11. Describe how the testing materials will be prepared, printed, and packaged.
12. Describe how security and quality control of all aspects of the assessment will be emphasized.
13. Describe specific information about hardware, software, back-up procedures, personnel, and other resources or materials needed to successfully meet the terms of this ITB.
14. Describe procedures for assistance in any correction of errors at any stage of the project.
15. Describe the procedures for distribution, collection, verification, and destruction of testing materials.

16. Describe the procedures for data identification, receipt control, editing and scoring.
17. Describe the procedures for printing and shipping the reports.
18. Describe the procedures for posting the reports to secure website.
19. Describe the procedures used to ensure that the forms are equivalent.
20. Describe the procedures used for the development of the Test Administrator's Manual.
21. Describe the procedures used for the development of the test materials.
22. Describe the procedures used for the development of the Pre-Identification (Pre-ID) Label for the answer documents.
23. Describe the procedures for data analysis, review, and recalibration.

ARMT+:

1. Describe the procedures used for incorporating science into the ARMT.
2. Describe the procedures used for scanning the answer documents.
3. Describe how the testing materials will be prepared, printed, and packaged.
4. Describe how security and quality control of all aspects of the assessment will be emphasized.
5. Describe specific information about hardware, software, back-up procedures, personnel, and other resources or materials needed to successfully meet the terms of this ITB.
6. Describe the procedures for distribution, collection, verification, and destruction of testing materials.
7. Describe the procedures for data identification, receipt control, editing and scoring.
8. Describe the procedures for printing and shipping the reports.
9. Describe the procedures for posting the reports to secure website.
10. Describe the procedures for data analysis, review, and recalibration.

Management Response

The vendor's management response shall indicate procedures to be used to ensure the timely delivery of products of high quality and methods by which deviations from schedules and specifications will be detected and corrected. In addition, the management section shall include a description of the organization, proposed control procedures, and vendor's experience in completing tasks similar to those required by this ITB. The management section must include a PERT display of events, tasks, decisions, and the number of person-days and skill levels to be allocated to each task.

A. Corporate Qualifications

Of utmost importance is the capability of the organization to perform the work requested in the ITB. Vendors must demonstrate the capacity to provide quality work for all of the tasks required in this ITB. Consideration will be given to whether the organization has sufficient resources to work within time constraints while maintaining desired performance levels. In addition, consideration will be given to the competence of professional personnel assigned to the job by the vendor. Qualifications of professional

personnel will be judged on the basis of experience and education with particular attention to prior experience with high stakes testing.

The vendor must provide information about the most recent three contracts (within the last 5 years) in a program similar to the development and administration of the ARMT assessment program. The vendor should submit a detailed description of its most recent work in this area so that capacity and capability to perform all of the tasks with this ITB may be evaluated.

Vendors with prior experience or interested vendors demonstrating capacity to complete tasks must describe in detail their ability to complete the following tasks. The vendor must have the experience of providing for at least 350,000 students involving multiple subjects and multiple grades. The vendor must further demonstrate the capacity to provide high quality printing, distribution, receipt, scoring, and computer-printed reports for each student, school, system, and for the state. Also, the vendor must have experience writing reading and mathematics items, conducting item pilots, creating forms, scaling, equating, printing, distributing, collecting test materials, scanning and scoring answer documents (including open-ended items), and producing computer-printed reports. The vendor must demonstrate the capacity to store used answer documents for one year after each administration.

Vendors with prior experience in large-scale, statewide testing programs must submit evidence of experience for those programs. These submissions should include contacts and telephone numbers. At least one of these statewide testing programs should have included developing a criterion-referenced assessment based on the state's mathematics and reading courses of study. This program should include the writing of item specifications; writing of items; conducting an item pilot test; scoring multiple choice, gridded, and open-ended items; analyzing data from an item pilot test; constructing equated forms; and posting results on their secure website.

B. Organization

The vendor's management response must contain a chart that indicates the proposed organization of program staff and position of program staff in relation to the regular corporate organization. All key role-positions will be indicated, and occupants of managerial and professional role-positions will be listed by name. The vendor must indicate the amounts of time (in full-time equivalent person-days) each named professional and managerial employee will devote to the completion of each task. Any changes in key role positions during the contract must be approved by the SDE.

C. Control Procedures

The management response must indicate the procedures through which progress in the execution of the program of work will be monitored, and deviations from planned milestone schedules or prescribed levels of quality will be detected. The SDE will be notified of deviations from planned milestone schedules or prescribed levels of quality,

and corrections will be achieved on a timely basis.

D. Schedules

The management response must include detailed schedules for completion of each task specified in the Timeline presented on pages 9-14. A Gantt chart and/or PERT chart shall be included in the response to illustrate the interrelationship between tasks and the proposed calendar periods during which tasks must be accomplished.

E. Personnel

The vendor's management response must indicate by name the management personnel and professional personnel to be responsible for the completion of each task described in the ITB. The vendor must indicate the amount of time (in full-time equivalent person-days) that each professional and managerial employee will devote to the completion of each task.

F. Staff Qualifications

The vendor's management response must contain a résumé for each professional and managerial employee who will be used in completing the tasks specified in this ITB. Résumés shall indicate relevant educational background and professional or managerial experience as well as permanent positions in the vendor's corporate structure.

G. Project Manager

The vendor must name **one** person who is to be committed to the project from the awarding of the contract to the final close-out meeting of the project. The response should specify the proportion of the project manager's time allotted to this project. This person must be a member of the regular organizational staff with experience in coordinating within the company all activities of the project. The SDE expects the project manager to have sufficient authority within the company to obtain cooperation from all sections and to arrange priority for the Alabama project should it become necessary. The project manager must also have sufficient authority over subcontractors in order to accomplish necessary task. The SDE must have final approval of the program manager.

H. Content and Technical Specialists

The vendor must name one person per content area (Grades 3 through 8) who is to be committed to the project from the awarding of the contract to the final close-out meeting of the project. The content specialists will be involved in the updating of the item specifications, item writing, and item review. The response should specify the proportion of the specialists' time allotted to this project. Each content specialist must be a member of the regular organizational staff. The SDE must have final approval of these specialists.

I. Psychometrician

The vendor must name a psychometrician who is to be committed to the project from the awarding of the contract to the final close-out meeting of the project. The psychometrician will be involved in analyzing all data, creating forms, scaling, equating, and reporting all data to the SDE. The psychometrician will write a technical manual for development and a technical report for each year plus the technical procedure. The psychometrician must have experience in scaling tables and recalibrating data for a high-stakes test. The psychometrician must be a member of the vendor's full time organizational staff (not a subcontractor). The SDE must have final approval of the psychometrician.

J. Vendor's Experience

In the vendor's management response, the vendor must list state educational agencies for which work similar to that required by this ITB has been completed. The experiences included on the list must be within the last five years; therefore, no experiences before 2005 should be included on this list. Since the SDE may contact former clients to ascertain the quality and integrity of the vendor's prior performance, references should be as complete as possible. The vendor should list names of responsible individuals and/or clients, their addresses, and their telephone numbers.

K. Subcontractor(s)

If the vendor desires to employ a subcontractor for the completion of one or more tasks involved in the project, the response must show experience of the subcontractor(s) and the qualifications of the staff used by the subcontractor(s). Corporate qualifications shall be documented at the same level of detail as those of the vendor. Any subcontractor(s) must be approved by the SDE.

Mandatory Requirements

To be considered, the vendor must respond to all requirements in the ITB.

A. Invitation to Bid Responses

Responses must be submitted with an Invitation to Bid properly notarized and signed by a company official with authorization to bind the vendor to the ITB provisions. One original signature is required.

B. Mandatory Statements

The vendor's response should contain statements indicating their agreement with the following:

1. The vendor agrees to deliver all required items of this ITB in accordance with the

- dates indicated in the time schedule.
2. In order to be considered for selection, the vendor agrees to provide for liquidated damages as specified in the ITB in the Contractual Information section on page 44.
 3. By submission of an ITB, the vendor certifies that in connection with this ITB:
 - a. The prices in the ITB have been arrived at independently, without consultation, communication, or agreement with any other vendor or competitor in an effort to restrict competition.
 - b. Unless otherwise required by law, the prices which have been quoted in this ITB have not been knowingly disclosed by the vendor prior to opening, directly or indirectly, to any competitor; and
 - c. No attempt has been made or will be made by the vendor to induce any other person or firm to submit or not to submit an ITB for the purpose of restricting competition.
 4. In addition, the person signing the ITB certifies that:
 - a. He/She is the person in the vendor's organization legally responsible within the organization for the decision related to the prices being offered in the ITB and that he/she has not participated, and will not participate, in any action contrary to 3a, 3b, or 3c above; or
 - b. He/She is not the person in the vendor's organization responsible within that organization for the decision related to the prices being offered in the ITB, but that he/she has been authorized in writing to act as agent for the persons legally responsible for such decision in certifying that such persons have participated, and will not participate, in any action contrary to 3a, 3b, and 3c above.

Immigration Form and Disclosure Statement

Responses must be submitted with the Immigration Form (see Appendix M, pages 140-141) and Disclosure Statement of Relationships Between Contractors/Grantees and Public Officials/Employees Pursuant to Executive Order #55 Form with sections 3-6 completed. (See Appendix N, pages 142-144). The two forms must be signed by a company official (one original signature required) with the authorization to bind the vendor to its contents.

Cost Response

Cost information is required to support the reasonableness of the bid, to demonstrate that the vendor will provide all services requested in the ITB and ITB Specifications, and to determine appropriate amounts of contract payments. The cost response must be provided on the **exact form** included in this ITB. Quantities are provided by the SDE in order for the vendors to determine total costs. The vendors should understand, however, that they are bidding a "**unit price**" and that payment shall be made based on exact numbers. If the vendor wishes to propose an exception that will result in a cost saving, the vendor should base his/her bid on the stated specifications and reflect this cost as the Bid Total and then include the proposed cost savings option as a cost option.

Invitation to Bid

The ITB response must be submitted with the Invitation to Bid Form signed by a company official with authorization to bind the vendor to its provisions (**one original signature required**) and attested, if appropriate. **The vendor must send two copies of the proposal along with the original. This “Total Base Bid” must be written in the “Unit Price” column on the Invitation to Bid Price Sheet.**

Legal Issues

The vendors must provide information regarding legal issues. The SDE must be informed by the vendor in their response of any previous or current litigation involving the development, printing, delivering, collection, reliability, validity, scoring, or reporting of any assessment. The vendor must also be in a position and willing to defend the development, administration, scoring, and reporting of the ARMT and the administration, scoring, and reporting of the ARMT+.

**COST RESPONSE FORMS
TEST DEVELOPMENT AND ADMINISTRATION BUDGET**

**Section I
Initial Year of Contract
FY 2010**

<u>Travel</u>	<u>Number Of People</u>	<u>Price Per Person</u>	<u>Extension*</u>	<u>Total</u>
Planning Meeting	4	<hr/>	<hr/>	
Content and Test Specifications Meeting	4	<hr/>	<hr/>	
Total for Section I				<hr/>

Note: *Extension = Number x Price Per Person

**Section II
Year 1 – FY 2010**

<u>Development of Items</u>	<u>Number Of Items</u>	<u>Price Per Item</u>	<u>Extension*</u>
Grade 3 Reading Items			
Multiple-Choice Items	<hr/>	<hr/>	<hr/>
Open-Ended Items	<hr/>	<hr/>	<hr/>
Grade 4 Reading Items			
Multiple-Choice Items	<hr/>	<hr/>	<hr/>
Open-Ended Items	<hr/>	<hr/>	<hr/>
Grade 5 Reading Items			
Multiple-Choice Items	<hr/>	<hr/>	<hr/>
Open-Ended Items	<hr/>	<hr/>	<hr/>
Grade 6 Reading Items			
Multiple-Choice Items	<hr/>	<hr/>	<hr/>
Open-Ended Items	<hr/>	<hr/>	<hr/>
Grade 7 Reading Items			
Multiple-Choice Items	<hr/>	<hr/>	<hr/>
Open-Ended Items	<hr/>	<hr/>	<hr/>
Grade 8 Reading Items			
Multiple-Choice Items	<hr/>	<hr/>	<hr/>
Open-Ended Items	<hr/>	<hr/>	<hr/>
Grade 3 Mathematics Items			
Multiple-Choice Items	<hr/>	<hr/>	<hr/>
Open-Ended Items	<hr/>	<hr/>	<hr/>
Grade 4 Mathematics Items			
Multiple-Choice/Gridded Items	<hr/>	<hr/>	<hr/>
Open-Ended Items	<hr/>	<hr/>	<hr/>

Section II - continued
Year 1 – FY 2010

<u>Development of Items</u>	<u>Number Of Items</u>	<u>Price Per Item</u>	<u>Extention*</u>
Grade 5 Mathematics Items			
Multiple-Choice/Gridded Items	_____	_____	_____
Open-Ended Items	_____	_____	_____
Grade 6 Mathematics Items			
Multiple-Choice/Gridded Items	_____	_____	_____
Open-Ended Items	_____	_____	_____
Grade 7 Mathematics Items			
Multiple-Choice/Gridded Items	_____	_____	_____
Open-Ended Items	_____	_____	_____
Grade 8 Mathematics Items			
Multiple-Choice/Gridded Items	_____	_____	_____
Open-Ended Items	_____	_____	_____
Total for Section II			_____

Note: Alabama is to own all forms

*Extension = Number of Items x Price Per Item

Section III
Year 1 – FY 2010

<u>Committee Meetings</u>	<u>Number Of Members</u>	<u>Number Of Days</u>	<u>Total Amount Per Diem*</u>	<u>Estimated Total Miles</u>	<u>Total Price For Travel**</u>	<u>Extension***</u>	<u>Total</u>
Content and Bias Meetings							
Grade 3 Content-Reading	10	_____	_____	5,000	_____	_____	
Grade 3 Content-Mathematics	10	_____	_____	5,000	_____	_____	
Grade 4 Content-Reading	10	_____	_____	5,000	_____	_____	
Grade 4 Content-Mathematics	10	_____	_____	5,000	_____	_____	
Grade 5 Content-Reading	10	_____	_____	5,000	_____	_____	
Grade 5 Content-Mathematics	10	_____	_____	5,000	_____	_____	
Grade 6 Content-Reading	10	_____	_____	5,000	_____	_____	
Grade 6 Content-Mathematics	10	_____	_____	5,000	_____	_____	
Grade 7 Content-Reading	10	_____	_____	5,000	_____	_____	

**Section III - continued
Year 1 – FY 2010**

<u>Committee Meetings</u>	<u>Number Of Members</u>	<u>Number Of Days</u>	<u>Total Amount Per Diem*</u>	<u>Estimated Total Miles</u>	<u>Total Price For Travel**</u>	<u>Extension***</u>	<u>Total</u>
Grade 7 Content-Mathematics	10	_____	_____	5,000	_____	_____	
Grade 8 Content-Reading	10	_____	_____	5,000	_____	_____	
Grade 8 Content-Mathematics	10	_____	_____	5,000	_____	_____	
Grades 3 and 4-Bias (Reading)	16	_____	_____	5,000	_____	_____	
Grades 3 and 4-Bias (Mathematics)	16	_____	_____	5,000	_____	_____	
Grade 5 and 6-Bias (Reading)	16	_____	_____	5,000	_____	_____	
Grade 5 and 6-Bias (Mathematics)	16	_____	_____	5,000	_____	_____	
Grade 7 and 8-Bias (Reading)	16	_____	_____	5,000	_____	_____	
Grade 7 and 8-Bias (Mathematics)	16	_____	_____	5,000	_____	_____	
Conducting Content and Bias Meetings							_____
Total Content and Bias Meetings							_____
Total Section III							_____

Note: * Total Amount Per Diem = Number of Members x Number of Days x \$75.00
 ** Total Price for Travel = Estimated Total of Miles x \$0.55 per mile
 *** Extension = Total Amount Per Diem + Total Price for Travel

**Section IV
Year 1 - FY 2010**

	<u>Cost</u>	
Program Management	=====	
Total for Section IV		_____
Total for Year 1 - FY 2010		_____

**Section I
Second Year of Contract
FY 2011**

<u>Travel</u>	<u>Number of SDE People</u>	<u>Price Per Person</u>	<u>Number of Trips</u>	<u>Extension*</u>	<u>Total</u>
Planning/Close-out Meeting	3	_____	1	_____	
Anchor Pulling – Reading (5 days x 1 trip)	3	_____	3	_____	
Anchor Pulling – Mathematics (5 days x 1 trip)	3	_____	3	_____	
Total for Section I					_____

Note: *Extension = Number x Price Per Person x Number of Trips

**Section II
Year 2 - Fall – FY 2011**

<u>Alignment Meetings</u>	<u>Number Of In- State Members</u>	<u>Number Of Days</u>	<u>Total Amount Per Diem*</u>	<u>Estimated Total Miles</u>	<u>Total Price For Travel**</u>	<u>Extension***</u>	<u>Total</u>
Grade 3 (Reading and Mathematics)	4	2	_____	2,000	_____	_____	
Grade 4 (Reading and Mathematics)	4	2	_____	2,000	_____	_____	
Grade 5 (Reading and Mathematics)	4	2	_____	2,000	_____	_____	
Grades 6, 7, and 8 Reading	9	2	_____	2,000	_____	_____	
Grades 6, 7, and 8 Mathematics	9	2	_____	2,000	_____	_____	
Conduct Meetings							_____
Total for Section II							_____

Note: * Total Amount Per Diem = Number of Members x Number of Days x \$75.00

** Total Price for Travel = Estimated Total of Miles x \$0.55 per mile

*** Extension = Total Amount Per Diem + Total Price for Travel

Section III
Year 2 – Fall, FY 2011

<u>Update of Item Specifications</u>	<u>Price</u>	<u>Total</u>
Update of Item Specifications – Grade 3	_____	
Update of Item Specifications – Grade 4	_____	
Update of Item Specifications – Grade 5	_____	
Update of Item Specifications – Grade 6	_____	
Update of Item Specifications – Grade 7	_____	
Update of Item Specifications – Grade 8	_____	
Total for Update of Item Specifications		_____

	<u>Number of CDs</u>	<u>Price Per CD</u>	<u>Extension*</u>
<u>Printing of Item Specifications</u>			
Printing of Item Specifications in CD Form – Grade 3	1800	_____	_____
Printing of Item Specifications in CD Form – Grade 4	1800	_____	_____
Printing of Item Specifications in CD Form – Grade 5	1800	_____	_____
Printing of Item Specifications in CD Form – Grade 6	1800	_____	_____
Printing of Item Specifications in CD Form – Grade 7	1800	_____	_____
Printing of Item Specifications in CD Form – Grade 8	1800	_____	_____
Total for Printing of Item Specifications			_____

**Distribution of Item Specifications in CD Form
(Grades 3-8)**

Total for Section III

Note: * Extension = Number of CDs x Price Per CD

Section IV
Year 2 – Fall, FY 2011

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
Item Pilot Testing Materials			
Regular Format			
24 Page Test Booklet – Grade 3			
Each additional four-page signature			
Test Administrator's Manual			
Answer Document			
24 Page Test Booklet – Grade 4			
Each additional four-page signature			
Test Administrator's Manual			
Answer Document			
24 Page Test Booklet – Grade 5			
Each additional four-page signature			
Test Administrator's Manual			
Answer Document			
24 Page Test Booklet – Grade 6			
Each additional four-page signature			
Test Administrator's Manual			
Answer Document			
24 Page Test Booklet – Grade 7			
Each additional four-page signature			
Test Administrator's Manual			
Answer Document			
24 Page Test Booklet – Grade 8			
Each additional four-page signature			
Test Administrator's Manual			
Answer Document			

Total for Regular Format

Note: *Extension = Estimated Quantity x Unit Price

**Section IV - continued
Year 2 – FY 2011**

	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
Large-Print Pilot Testing Materials (one form per grade)			
24 Page Test Booklet – Grade 3	35		
Each additional four-page signature			
Large Print Answer Document	35		
24 Page Test Booklet – Grade 4	35		
Each additional four-page signature			
Large Print Answer Document	35		
24 Page Test Booklet – Grade 5	35		
Each additional four-page signature			
Large Print Answer Document	35		
24 Page Test Booklet – Grade 6	35		
Each additional four-page signature			
Large Print Answer Document	35		
24 Page Test Booklet – Grade 7	35		
Each additional four-page signature			
Large Print Answer Document	35		
24 Page Test Booklet – Grade 8	35		
Each additional four-page signature			
Large Print Answer Document	35		

Total for Large-Print Format

Distribution and Collection of Item Pilot Materials

Shipping to LEAs			
Shipping from LEAs			

Total for Section IV

Note: *Extension = Estimated Quantity x Unit Price

Section V
Year 2 – FY 2011

Verification of Testing Materials & Destruction

Price

Item Pilot Testing Materials

Verification of Return of All Test Booklets _____

Destruction of Testing Materials _____

Total for Section V _____

Section VI
Year 2 - FY 2011

**Scanning and Scoring
of Answer Documents**

**Number of
Answer Documents**

**Unit
Price**

Extension*

Item Pilot

Grade 3

Multiple-Choice Items _____

Open-Ended Items _____

Grade 4

Multiple-Choice Items _____

Gridded Items _____

Open-Ended Items _____

Grade 5

Multiple-Choice Items _____

Gridded Items _____

Open-Ended Items _____

Grade 6

Multiple-Choice Items _____

Gridded Items _____

Open-Ended Items _____

Grade 7

Multiple-Choice Items _____

Gridded Items _____

Open-Ended Items _____

Grade 8

Multiple-Choice Items _____

Gridded Items _____

Open-Ended Items _____

Total for Section VI _____

Note: *Extension = Number of Answer Documents x Unit Price

**Section VII
Year 2 - FY 2011**

Data Analysis

Cost

Pilot Analysis

Total for Section VII

**Section VIII
Year 2 – FY 2011**

**Construction of
Equivalent Forms**

Cost

Equivalent Forms

Total for Section VIII

**Section IX
Year 2 - FY 2011**

Additional Meetings

**Number
of People**

**Number
of Days**

**Price
Per Person**

Extension*

Monitoring Training of Scorers
and Scoring

4

7

Conduct Anchor Pulling Meetings
(Reading and Mathematics)

Total for Section IX

Note: * Extension = Numbers of People x Price Per Person

**Section X
Year 2 - FY 2011**

Cost

Program Management

Total for Section X

Total for Year 2 - FY 2011

**Section I
Third Year of Contract
FY 2012**

<u>Travel</u>	<u>Number of People</u>	<u>Price Per Person</u>	<u>Extension*</u>
Planning/Close Out Meeting	3	_____	_____
Monitoring Training of Scorers and Scoring of Items	4	_____	_____
Review of Pilot Systems	4	_____	_____
Review of State Data	1	_____	_____
Total for Section I			_____

Note: *Extension = Number x Price Per Person

**Section II
Year 3 - FY 2012**

<u>Development of Materials</u>	<u>Cost</u>
Development of Answer Documents	_____
Development of Test Administrator's Manuals	_____
Converting the ASA to Color	_____
Total for Section II	_____

**Section III
Year 3 – FY 2012**

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
ARMT+ Testing Materials Regular Format			
24 Page Test Booklet – Grade 3	72,000	_____	_____
Each additional four-page signature Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____

**Section III - continued
Year 3 – FY 2012**

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
24 Page Test Booklet – Grade 4	72,000		
Each additional four-page signature			
Test Administrator's Manuals (30 pages)	3,750		
Answer Documents	72,000		
24 Page Test Booklet – Grade 5	72,000		
Each additional four-page signature			
Test Administrator's Manuals (30 pages)	3,750		
Answer Documents	72,000		
24 Page Test Booklet – Grade 6	72,000		
Each additional four-page signature			
Test Administrator's Manuals (30 pages)	3,750		
Answer Documents	72,000		
24 Page Test Booklet – Grade 7	72,000		
Each additional four-page signature			
Test Administrator's Manuals (30 pages)	3,750		
Answer Documents	72,000		
24 Page Test Booklet – Grade 8	72,000		
Each additional four-page signature			
Test Administrator's Manuals (30 pages)	3,750		
Answer Documents	72,000		
Total for Regular Format			<hr/>
Large-Print			
24 page Test Booklet – Grade 3	100		
Each additional four-page signature			
Large-Print Answer document	100		
24 page Test Booklet – Grade 4	100		
Each additional four-page signature			
Large-Print Answer document	100		
24 page Test Booklet – Grade 5	100		
Each additional four-page signature			
Large-Print Answer document	100		

**Section III - continued
Year 3 – FY 2012**

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>	
24 page Test Booklet – Grade 6	100	_____	_____	
Each additional four-page signature				
Large-Print Answer document	100	_____	_____	
24 page Test Booklet – Grade 7	100	_____	_____	
Each additional four-page signature				
Large-Print Answer document	100	_____	_____	
24 page Test Booklet – Grade 8	100	_____	_____	
Each additional four-page signature				
Large-Print Answer document	100	_____	_____	
Total for Large Print				_____
Braille				
Test Booklet – Grade 3	5	_____	_____	
Test Booklet – Grade 4	5	_____	_____	
Test Booklet – Grade 5	5	_____	_____	
Test Booklet – Grade 6	5	_____	_____	
Test Booklet – Grade 7	5	_____	_____	
Test Booklet – Grade 8	5	_____	_____	
Total for Braille				_____
			<u>Cost</u>	
Answer Document Pre-ID Labels			_____	
Distribution & Collection of Materials			_____	
Distribution of Additional Orders			_____	
Total for Section III				_____

Note: *Extension = Estimated Quantity x Unit Price

**Section IV
Year 3 - FY 2012**

<u>Verification of Test Booklets and Destruction</u>	<u>Cost</u>	
Verification of Return of Test Booklets	_____	
Destruction of Testing Materials	_____	
Total for Section IV		_____

Section V
Year 3 – FY 2012

<u>Scanning and Scoring of Answer Documents</u>	<u>Number of Answer Documents</u>	<u>Unit Price</u>	<u>Extension*</u>
Grade 3			
Multiple-Choice Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 4			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 5			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 6			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 7			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 8			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Total for Section V			_____

Note: *Extension = Number of Answer Documents x Unit Price

Section VI
Year 3 - FY 2012

<u>Report Production and Distribution</u>	<u>Estimated Number of Reports</u>	<u>Unit Price</u>	<u>Extension*</u>
ARMT+			
Student Labels 1 copy x 6 grades	350,000	_____	_____
Home Reports 1 copy x 6 grades	350,000	_____	_____
Student Reports 1 copy x 6 grades	350,000	_____	_____

**Section VI - continued
Year 3 - FY 2012**

<u>Report Production and Distribution</u>	<u>Estimated Number of Reports</u>	<u>Unit Price</u>	<u>Extension*</u>
Master List of Student Reports 2 copies x 1350 x 6 grades	16,200	_____	_____
School Summary Report 3 copies x 1350 x 6 grades	24,300	_____	_____
System Summary Report 2 copies x 132 x 6 grades	1,584	_____	_____
LEA Individual Student Data CD-ROMs (Excel Format)	135	_____	_____
Student Data CDs to the SDE (Grades 3, 4, 5, 6, 7, & 8)	3	_____	_____
CSSO State Reports on CD to the SDE (Grades 3, 4, 5, 6, 7, & 8)	3	_____	_____
State Reports on CD to the SDE (Grades 3, 4, 5, 6, 7, & 8)	3	_____	_____
Total for ARMT+ Reports			_____
Student Data to Data Recognition Corporation (Demographics Only)			_____
Student Data to Data Recognition Corporation (Demographics With Achievement Levels)			_____
Distribution of Reports			_____
Total for Section VI			_____

Note: *Extension = Number of Reports x Unit Price

**Section VII
Year 3 - FY 2012**

<u>Cost</u>
Program Management

Total for Section VII

Total for Year 3 – FY 2012

**Section I
Fourth Year of Contract
FY 2013**

<u>Travel</u>	<u>Number of People</u>	<u>Price Per Person</u>	<u>Extension*</u>
Planning/Close Out Meeting	3	_____	_____
Monitoring Training for Scorers and Scoring of Items	4	_____	_____
Review of Pilot Systems	4	_____	_____
Review of State Data	1	_____	_____
Total for Section I			_____

Note: *Extension = Number x Price Per Person

**Section II
Year 4 - FY 2013**

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
ARMT+ Testing Materials Regular Format			
24 Page Test Booklet – Grade 3	72,000	_____	_____
Each additional four-page signature Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____
24 Page Test Booklet – Grade 4	72,000	_____	_____
Each additional four-page signature Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____
24 Page Test Booklet – Grade 5	72,000	_____	_____
Each additional four-page signature Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____
24 Page Test Booklet – Grade 6	72,000	_____	_____
Each additional four-page signature Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____

**Section II - continued
Year 4 - FY 2013**

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
24 Page Test Booklet – Grade 7	72,000		
Each additional four-page signature			
Test Administrator's Manuals			
(30 pages)	3,750		
Answer Documents	72,000		
24 Page Test Booklet – Grade 8	72,000		
Each additional four-page signature			
Test Administrator's Manuals			
(30 pages)	3,750		
Answer Documents	72,000		
Total for Regular Format			
Large-Print			
24 page Test Booklet – Grade 3	100		
Each additional four-page signature			
Large-Print Answer document	100		
24 page Test Booklet – Grade 4	100		
Each additional four-page signature			
Large-Print Answer document	100		
24 page Test Booklet – Grade 5	100		
Each additional four-page signature			
Large-Print Answer document	100		
24 page Test Booklet – Grade 6	100		
Each additional four-page signature			
Large-Print Answer document	100		
24 page Test Booklet – Grade 7	100		
Each additional four-page signature			
Large-Print Answer document	100		
24 page Test Booklet – Grade 8	100		
Each additional four-page signature			
Large-Print Answer document	100		
Total for Large Print			

Note: *Extension = Estimated Quantity x Unit Price

**Section II - continued
Year 4 – FY 2013**

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
Braille			
Test Booklet – Grade 3	5	_____	_____
Test Booklet – Grade 4	5	_____	_____
Test Booklet – Grade 5	5	_____	_____
Test Booklet – Grade 6	5	_____	_____
Test Booklet – Grade 7	5	_____	_____
Test Booklet – Grade 8	5	_____	_____
Total for Braille			_____
			<u>Cost</u>
Answer Document Pre-ID Labels			_____
Distribution & Collection of Materials			_____
Distribution of Additional Orders			_____
Total for Section II			_____

Note: *Extension = Estimated Quantity x Unit Price

**Section III
Year 4 - FY 2013**

<u>Verification of Test Booklets and Destruction</u>	<u>Cost</u>
Verification of Return of Test Booklets	_____
Destruction of Testing Materials	_____
Total for Section III	_____

**Section IV
Year 4 – FY 2013**

<u>Scanning and Scoring of Answer Documents</u>	<u>Number of Answer Documents</u>	<u>Unit Price</u>	<u>Extension*</u>
Grade 3			
Multiple-Choice Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 4			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____

Section IV - continued
Year 4 – FY 2013

<u>Scanning and Scoring of Answer Documents</u>	<u>Number of Answer Documents</u>	<u>Unit Price</u>	<u>Extension*</u>
Grade 5			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 6			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 7			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 8			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____

Total for Section IV

Note: *Extension = Number of Answer Documents x Unit Price

Section V
Year 4 - FY 2013

<u>Report Production and Distribution</u>	<u>Estimated Number of Reports</u>	<u>Unit Price</u>	<u>Extension*</u>
ARMT+			
Student Labels 1 copy x 6 grades	350,000	_____	_____
Home Reports 1 copy x 6 grades	350,000	_____	_____
Student Reports 1 copy x 6 grades	350,000	_____	_____
Master List of Student Reports 2 copies x 1350 x 6 grades	16,200	_____	_____
School Summary Report 3 copies x 1350 x 6 grades	24,300	_____	_____
System Summary Report 2 copies x 132 x 6 grades	1,584	_____	_____

**Section V - continued
Year 4 - FY 2013**

<u>Report Production and Distribution</u>	<u>Estimated Number of Reports</u>	<u>Unit Price</u>	<u>Extension*</u>
LEA Individual Student Data CD-ROMs (Excel Format)	135	_____	_____
Student Data CDs to the SDE (Grades 3, 4, 5, 6, 7, & 8)	3	_____	_____
CSSO State Reports on CD to the SDE (Grades 3, 4, 5, 6, 7, & 8)	3	_____	_____
State Reports on CD to the SDE	3	_____	_____
Total for ARMT+			_____
Student Data to Data Recognition Corporation (Demographics Only)			_____
Student Data to Data Recognition Corporation (Demographics With Achievement Levels)			_____
Distribution of Reports			_____
Total for Section V			_____

Note: *Extension = Number of Reports x Unit Price

**Section VI
Year 4 - FY 2013**

	<u>Cost</u>
Program Management	_____
Total for Section VI	_____
Total for Year 4 – FY 2013	_____

Note: *Extension = Number x Price Per Person

**Section I
Fifth Year of Contract
FY 2014**

<u>Travel</u>	<u>Number of People</u>	<u>Price Per Person</u>	<u>Extension*</u>
Planning/Close Out Meeting	3	_____	_____
Monitoring Training Scorers and Scoring of Items	4	_____	_____
Review of Pilot Systems	4	_____	_____
Review of State Data	1	_____	_____
Total for Section I			_____

Note: *Extension = Number x Price Per Person

**Section II
Year 5 - FY 2014**

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
ARMT+ Testing Materials Regular Format			
24 Page Test Booklet – Grade 3 – ARMT	72,000	_____	_____
Each additional four-page signature		_____	_____
Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____
24 Page Test Booklet – Grade 4	72,000	_____	_____
Each additional four-page signature		_____	_____
Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____
24 Page Test Booklet – Grade 5	72,000	_____	_____
Each additional four-page signature		_____	_____
Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____
24 Page Test Booklet – Grade 6	72,000	_____	_____
Each additional four-page signature		_____	_____
Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____

**Section II - continued
Year 5 - FY 2014**

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
24 Page Test Booklet – Grade 7	72,000	_____	_____
Each additional four-page signature		_____	_____
Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____
24 Page Test Booklet – Grade 8	72,000	_____	_____
Each additional four-page signature		_____	_____
Test Administrator's Manuals (30 pages)	3,750	_____	_____
Answer Documents	72,000	_____	_____
Total for Regular Format			_____
Large-Print			
24 pageTest Booklet – Grade 3	100	_____	_____
Each additional four-page signature		_____	_____
Large-Print Answer document	100	_____	_____
24 pageTest Booklet – Grade 4	100	_____	_____
Each additional four-page signature		_____	_____
Large-Print Answer document	100	_____	_____
24 pageTest Booklet – Grade 5	100	_____	_____
Each additional four-page signature		_____	_____
Large-Print Answer document	100	_____	_____
24 pageTest Booklet – Grade 6	100	_____	_____
Each additional four-page signature		_____	_____
Large-Print Answer document	100	_____	_____
24 pageTest Booklet – Grade 7	100	_____	_____
Each additional four-page signature		_____	_____
Large-Print Answer document	100	_____	_____
24 pageTest Booklet – Grade 8	100	_____	_____
Each additional four-page signature		_____	_____
Large-Print Answer document	100	_____	_____
Total for Large Print			_____
Braille			
Test Booklet – Grade 3	5	_____	_____
Test Booklet – Grade 4	5	_____	_____
Test Booklet – Grade 5	5	_____	_____
Test Booklet – Grade 6	5	_____	_____

Section II - continued
Year 5 - FY 2014

<u>Printing, Distribution & Collection</u>	<u>Estimated Quantity</u>	<u>Unit Price</u>	<u>Extension*</u>
Test Booklet – Grade 7	5	_____	_____
Test Booklet – Grade 8	5	_____	_____
Total for Braille			_____
			<u>Cost</u>
Answer Document Pre-ID Labels			_____
Distribution & Collection of Materials			_____
Distribution of Additional Orders			_____
Total for Section II			_____

Note: *Extension = Estimated Quantity x Unit Price

Section III
Year 5 - FY 2014

<u>Verification of Test Booklets and Destruction</u>	<u>Cost</u>
Verification of Return of Test Booklets	_____
Destruction of Testing Materials	_____
Total for Section III	_____

Section IV
Year 5 – FY 2014

<u>Scanning and Scoring of Answer Documents</u>	<u>Number of Answer Documents</u>	<u>Unit Price</u>	<u>Extension*</u>
Grade 3			
Multiple-Choice Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 4			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 5			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____

**Section IV - continued
Year 5 – FY 2014**

<u>Scanning and Scoring of Answer Documents</u>	<u>Number of Answer Documents</u>	<u>Unit Price</u>	<u>Extension*</u>
Grade 6			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 7			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____
Grade 8			
Multiple-Choice Items	60,000	_____	_____
Gridded Items	60,000	_____	_____
Open-Ended Items	60,000	_____	_____

Total for Section IV

Note: *Extension = Number of Answer Documents x Unit Price

**Section V
Year 5 - FY 2014**

<u>Report Production and Distribution</u>	<u>Estimated Number of Reports</u>	<u>Unit Price</u>	<u>Extension*</u>
ARMT+			
Student Labels 1 copy x 6 grades	350,000	_____	_____
Home Reports 1 copy x 6 grades	350,000	_____	_____
Student Reports 1 copy x 6 grades	350,000	_____	_____
Master List of Student Reports 2 copies x 1350 x 6 grades	16,200	_____	_____
School Summary Report 3 copies x 1350 x 6 grades	24,300	_____	_____
System Summary Report 2 copies x 132 x 6 grades	1,584	_____	_____
LEA Individual Student Data CD-ROMs (Excel Format)	135	_____	_____

**Section V - continued
Year 5 - FY 2014**

<u>Report Production and Distribution</u>	<u>Estimated Number of Reports</u>	<u>Unit Price</u>	<u>Extension*</u>
Student Data CDs to the SDE (Grades 3, 4, 5, 6, 7, & 8)	3	_____	_____
CSSO State Reports on CD to the SDE (Grades 3, 4, 5, 6, 7, & 8)	3	_____	_____
State Reports on CD to the SDE (Grades 3, 4, 5, 6, 7, & 8)	3	_____	_____
Total for ARMT+			_____
Student Data to Data Recognition Corporation (Demographics Only)			_____
Student Data to Data Recognition Corporation (Demographics With Achievement Levels)			_____
Distribution of Reports			_____
Total for Section V			_____

Note: *Extension = Number of Reports x Unit Price

**Section VI
Year 5 - FY 2014**

	<u>Cost</u>
Program Management	_____
Total for Section VI	_____
Total for Year 5 – FY 2014	_____

Note: *Extension = Number x Price Per Person

TOTAL DEVELOPMENT AND LIVE ADMINISTRATION

Total Year 1 – FY 2010	<hr/>
Total Year 2 – FY 2011	<hr/>
Total Year 3 – FY 2012	<hr/>
Total Year 4 – FY 2013	<hr/>
Total Year 5 – FY 2014	<hr/>
Total Base Bid *	<hr/> <hr/>

Note: * This “Total Base Bid” must be written in the “Unit Price” column on the Invitation to Bid Price Sheet.

COST OPTIONS

Cost Option I

Additional Meetings	<u>Number</u>	<u>Price Per Person</u>	<u>Extension*</u>
Supervising Packing of Testing Materials	1	<hr/>	<hr/>
Item Writer Training	3	<hr/>	<hr/>
Monitoring of Item Writing	3	<hr/>	<hr/>

Total for Cost Option I

Cost Option II

<u>Standard Setting</u>	<u>Number of Members</u>	<u>Number of Days</u>	<u>Total Amount Per Diem*</u>	<u>Estimated Total Miles</u>	<u>Total Price For Travel**</u>	<u>Extension***</u>	<u>Total</u>
Grade 3 Reading	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 3 Mathematics	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 4 Reading	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 4 Mathematics	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 5 Reading	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 5 Mathematics	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 6 Reading	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 6 Mathematics	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 7 Reading	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 7 Mathematics	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 8 Reading	15	3	<hr/>	5,000	<hr/>	<hr/>	
Grade 8 Mathematics	15	3	<hr/>	5,000	<hr/>	<hr/>	

Conduct Standard Setting Meeting

Total for Cost Option II

Note: * Total Amount Per Diem = Number of Members x Number of Days x \$75.00

** Total Price for Travel = Estimated Total of Miles x \$0.55 per mile

*** Extension = Total Amount Per Diem + Total Price for Travel

Cost Option III

Web Reports (Grades 3 through 8)	<u>Number</u>	<u>Price Per Report</u>	<u>Extension*</u>
Chief State School Officer's Report	<hr/>	<hr/>	<hr/>
State Summary Report	<hr/>	<hr/>	<hr/>
System Summary Report	<hr/>	<hr/>	<hr/>
School Report	<hr/>	<hr/>	<hr/>
Master List by School	<hr/>	<hr/>	<hr/>
Student Report	<hr/>	<hr/>	<hr/>
Home Report	<hr/>	<hr/>	<hr/>
All State, LEA, and School Reports on CD	3	<hr/>	<hr/>
Total for Cost Option III			<hr/>

BIDDING PROCESS

The purpose of the bidding process is to secure for the SDE the vendor most capable of providing the services enumerated in the specifications of this ITB. Selection of the successful vendor will be made on the demonstrated capability to meet all services and products described in the specifications of this ITB. The SDE must have final approval for all steps in the development, administration, scoring, and reporting of the *Alabama Reading and Mathematics* (ARMT) and in the administration, scoring, and reporting of the ARMT+.

Questions About ITB

Questions must be received by 5:00 p.m. Central Daylight Savings Time September 9th, 2009. Questions should be sent via mail, fax, or e-mail to:

Mrs. Judy Pugh
Assessment and Accountability
Alabama State Department of Education
P. O. Box 302101
Montgomery, Al. 36130-3901
Fax Number: (334) 242-7341
jpugh@alsde.edu

The vendor needs to include an e-mail address or fax number for receiving answers to questions submitted. In the event that it becomes necessary to amend part of this ITB, the amendment will be emailed to all vendors. Changes may be issued only from the Division of Purchasing, Department of Finance. Changes will not be made by telephone.

ITB Submission

The Division of Purchasing, Department of Finance, issues this ITB for the Department of Education, State of Alabama, Dr. Joseph Morton, State Superintendent of Education. Vendors must provide one **original** and two **copies** of their responses. These responses must be delivered by 5:00 p.m. Central Daylight Savings Time on September 23rd, 2009, to:

Ms. Janna Wickham
Division of Purchasing
Department of Finance
RSA Union Building
100 North Union Street, Suite 192
Montgomery, Alabama 36130-2401
Telephone: (334) 242-4288
Janna.wickham@purchasing.alabama.gov

The Invitation to Bid with the notarized signature of an authorized officer of the company must be packaged with the original response. Two copies of the ITB and the response should be packaged in a separate container. The containers must be clearly marked “ORIGINAL” and “COPIES.” Vendors mailing the ITBs and responses must allow sufficient mail delivery time to ensure receipt of the ITBs and responses before the time specified.

Items must be priced according to specifications in the Cost Response on pages 53-79. The contents of the specifications of this ITB and the response of the successful vendor will become contractual obligations upon contract approval.

Appendix A

List of Alabama LEAs

Alabama LEAs	
COUNTIES	CITIES/OTHER AGENCIES
Autauga	Albertville
Baldwin	Alexander City
Barbour	Andalusia
Bibb	Anniston
Blount	Arab
Bullock	Athens
Butler	Attalla
Calhoun	Auburn
Chambers	Bessemer
Cherokee	Birmingham
Chilton	Boaz
Choctaw	Brewton
Clarke	Cullman
Clay	Daleville
Cleburne	Decatur
Coffee	Demopolis
Colbert	Dothan
Conecuh	Elba
Coosa	Enterprise
Covington	Eufaula
Crenshaw	Fairfield
Cullman	Florence
Dale	Fort Payne
Dallas	Gadsden
DeKalb	Geneva
Elmore	Guntersville
Escambia	Haleyville
Etowah	Hartselle
Fayette	Homewood
Franklin	Hoover
Geneva	Huntsville
Greene	Jacksonville
Hale	Jasper
Henry	Lanett
Houston	Leeds
Jackson	Linden
Jefferson	Madison
Lamar	Midfield
Lauderdale	Mountain Brook
Lawrence	Muscle Shoals
Lee	Oneonta
Limestone	Opelika

Lowndes	Opp
Macon	Oxford

Appendix A

Alabama LEAs	
COUNTIES	CITIES/OTHER AGENCIES
Madison	Ozark
Marengo	Pell City
Marion	Phenix city
Marshall	Piedmont
Mobile	Roanoke
Monroe	Russellville
Montgomery	Saraland
Morgan	Scottsboro
Perry	Selma
Pickens	Sheffield
Pike	Sylacauga
Randolph	Talladega
Russell	Tallassee
St. Clair	Tarrant
Shelby	Thomasville
Sumter	Troy
Talladega	Trussville
Tallapoosa	Tuscaloosa
Tuscaloosa	Tuscumbia
Walker	Vestavia Hills
Washington	Winfield
Wilcox	Alabama Institute of the Beaf and Blind (AIDB)
Winston	Alabama School of Fine Arts (ASFA)
	Bryce Educational Center
	Educational Corrections
	Youth Services

Appendix A

Appendix B
Alabama Course of Study
For
Reading and Mathematics

ALABAMA READING COURSE OF STUDY

MINIMUM REQUIRED CONTENT GRADE 3

Students will:

1. Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and *r*-controlled vowels.
2. Demonstrate reading vocabulary knowledge of compound words.
 - Using structural analysis to develop meaning
Examples: prefixes, suffixes, root words
 - Drawing semantic maps
 - Recognizing new synonyms and antonyms
 - Spelling correctly compound words, phonetically regular words, contractions, and possessives, including using a dictionary to check spelling
3. Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade recreational reading materials in a variety of genres.
 - Examples: stories, trade books, poems
 - Reading fluently 110-120 words per minute
 - Identifying literary elements and devices
Examples: characters, similes
 - Determining sequence of events
 - Distinguishing fiction from nonfiction
 - Using sentence structure to assist in comprehension
 - Drawing conclusions to determine authors' intent
 - Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
 - Using vocabulary knowledge to construct meaning
 - Relating main ideas to prior knowledge and specific life experiences
 - Previewing and predicting to anticipate content
 - Utilizing text features to gain meaning
 - Using prior knowledge and experience
4. Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials.
 - Using sentence structure to assist in comprehension
 - Distinguishing main idea from details
 - Summarizing passages to demonstrate understanding
 - Utilizing text features to gain meaning
Examples: titles, headings, glossary, boldface, index, table of contents, maps, charts, tables
 - Using vocabulary knowledge to enhance comprehension
 - Using self-monitoring for text understanding
 - Following simple written directions
 - Ordering by importance or chronology

Grade 4

Students will:

1. Demonstrate word recognition skills, including structural analysis.
 - Example: structural analysis—prefixes, suffixes, root words
 - Producing common word parts
 - Reading multisyllable words
 - Reading compound words, contractions, possessives, and inflectional endings

2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.
 - Using context clues
 - Reading multiple-meaning words
 - Increasing number of sight words
3. Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres.

Example: Using context clues to determine meaning of words in fiction, trade books
 • Identifying the main idea and significance of passage

- Summarizing passages to restate information
- Comparing and contrasting to extend meaning
- Using knowledge of sentence structure and context to enhance comprehension
- Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
- Using vocabulary knowledge to enhance comprehension
- Reading fluently with expression and attention to punctuation
- Drawing conclusions to determine content not directly stated
- Asking and answering questions
- Relating events, ideas, and characters to prior knowledge and specific life experiences

4. Identify literary elements and devices, including characters, important details, and similes, in recreational reading materials and details in informational reading materials.
 - Identifying main idea
 - Identifying author's purpose
5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials.
 - Determining sequence of events in informational and functional texts
 - Distinguishing fact from opinion in informational text
 - Summarizing passages to demonstrate understanding
 - Comparing and contrasting to extend meaning
 - Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
 - Using text features to gain meaning
 Examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs
 - Previewing to anticipate content
 - Using note-taking skills, including highlighting and outlining
 - Detecting obvious bias in informational text
 - Recognizing persuasive techniques in informational text
 Examples: bandwagon, snob appeal

Grade 5

Students will:

1. Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.
 - Identifying word "chunks" or parts
 Example: *mark*, *remark*, or *able* in *remarkable*
 - Recognizing inflected endings
 Examples: *ed*, *ing*
 - Identifying possessives and contractions
2. Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade recreational reading materials in a variety of genres.
 - Determining sequence of events in recreational reading materials
 - Comparing and contrasting to extend meaning
 - Distinguishing fiction and nonfiction
 - Using sentence structure and context to determine meaning
 - Using prior knowledge and experience to interpret meaning
 - Skimming passages to obtain primary message

- Inferring motive of characters

Appendix B

3. Recognize the use and effect of literary elements and devices, including setting, character traits, stated purpose, metaphors, and simple symbolism to gain information from various text formats, including tables and charts.
 - Recognizing persuasive techniques
 - Identifying main idea and supporting details
 - Recognizing use of personification
 - Identifying implied purpose
4. Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.
 - Determining sequence of events
 - Determining cause and effect
 - Distinguishing fact from opinion
 - Using previewing and predicting skills to determine content
 - Using sentence structure and context to determine word meaning
 - Using prior knowledge and experience to interpret meaning
 - Using self-monitoring for text understanding
 - Examples: rereading, accessing prior knowledge and experiences
 - Using expanded vocabulary to determine word meaning
 - Recognizing persuasive techniques
 - Skimming passages to understand significance of passage
 - Using reference materials

Grade 6

Students will:

1. Apply strategies, including making complex predictions, interpreting characters' behaviors, and comparing and contrasting, to comprehend sixth-grade recreational reading materials.
 - Examples: complex predictions—order of events, potential conflicts
 - Identifying supporting details
 - Using context clues to determine meaning
 - Identifying sequence of events
 - Making generalizations from text information
2. Interpret literary elements and devices, including implied main idea, conflict, and personification.
 - Identifying the climax
3. Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing to comprehend sixth-grade informational and functional reading materials.
 - Examples: complex predictions—results of actions, expected learning from a chapter or unit
 - Drawing conclusions to extend meaning
 - Making generalizations
 - Using context clues to determine meaning
 - Identifying sequence of events
 - Previewing text features before reading
 - Example: headings
4. Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade informational and functional reading materials.
 - Identifying details related to main idea

Appendix B

Grade 7

Students will:

1. Apply strategies appropriate to the type of reading material, including setting purposes for reading and making generalizations, to comprehend seventh-grade recreational reading materials.
 - Distinguishing factual from fictional materials
 - Determining sequence of events
 - Using specific context clues to determine meaning of unfamiliar words
 - Applying self-monitoring strategies for text understanding
 - Drawing conclusions to interpret unstated intent
 - Analyzing predictions, including confirming and refuting
2. Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.
 - Determining mood
 - Recognizing use of flashback
3. Distinguish among the major genres, including poetry, short stories, novels, plays, biographies and autobiographies, and subgenres such as folktales, myths, parables, fables, and science fiction, based on their characteristics.
4. Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend informational and functional reading materials.
 - Determining sequence of events to enhance text understanding
 - Using specific context clues to determine meaning of unfamiliar words
 - Applying self-monitoring strategies for text understanding
 - Drawing conclusions to determine unstated intent
5. Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.

Grade 8

1. Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eighth-grade recreational reading materials.
 - Applying self-monitoring strategies for text understanding
 - Distinguishing fact from fiction to enhance understanding
 - Determining sequence in recreational reading materials
2. Evaluate the impact of setting, mood, and characterization on theme in specific literary selections.
 - Identifying components of plot
3. Distinguish among the subcategories of poetry, such as ballads, lyric poems, epics, haiku, and limericks, based on their characteristics.
 - Identifying rhythm and rhyme scheme
4. Apply strategies appropriate to type of reading material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade informational and functional reading materials.
 - Applying self-monitoring strategies for text understanding
 - Comparing predicted with actual content in informational and functional reading materials
 - Distinguishing fact from opinion in informational reading materials
 - Confirming author's credentials
 - Determining sequence of steps, events, or information

Appendix B

ALABAMA MATHEMATICS COURSE OF STUDY

MINIMUM REQUIRED CONTENT Grade 3

Students will:

1. Demonstrate concepts of number sense by comparing, ordering, and expanding whole numbers through 9,999.
2. Solve addition and subtraction problems, including word problems, involving two- and three- digit numbers with and without regrouping.
3. Demonstrate computational fluency, including quick recall, of multiplication facts through 12×12 and division facts with divisors and quotients through 12.
4. Multiply one-, two-, and three-digit multiplicands, with and without regrouping, using single-digit multipliers.
5. Divide whole numbers using two-digit dividends and one-digit divisors.
6. Demonstrate equivalent fractions using concrete objects or pictorial representations.
7. Use coins to make change up to \$1.00.
8. Complete a given geometric or numeric pattern.
9. Recognize commutative, associative, and identity properties of multiplication.
10. Identify geometric representations for points, lines, line segments, parallel and perpendicular lines, angles, and rays.
11. Specify locations on a coordinate grid by using horizontal and vertical movements.
12. Measure length in metric units.
13. Determine elapsed time to the day with calendars and to the hour with a clock.
14. Recognize data as either categorical or numerical.
15. Determine the likelihood of different outcomes in a simple experiment.

Grade 4

Students will:

1. Demonstrate concepts of number sense by comparing and ordering decimals through the hundredths place and whole numbers to 999,999.
2. Write money amounts in words and in dollar-and-cent notation.
3. Write improper fractions as mixed numbers and mixed numbers as improper fractions.
4. Solve problems, including word problems, involving addition and subtraction of fractions with common denominators.
5. Round whole numbers to the nearest ten, hundred, or thousand, and decimals to the nearest tenth.
6. Solve problems, including word problems, involving addition and subtraction of four-digit numbers with and without regrouping.
7. Solve problems, including word problems, involving multiplication and division of whole numbers through two-digit multipliers and one-digit divisors.
8. Recognize equivalent forms of fractions and decimals.

Appendix B

9. Write number sentences for word problems that involve multiplication or division.
10. Complete addition and subtraction number sentences with a missing addend or subtrahend.
11. Identify triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons based on the number of sides, angles, and vertices.
12. Find locations on a map or grid using Quadrant I ordered pairs.
13. Calculate elapsed time in hours and minutes.
14. Measure length, width, weight, mass, volume, and capacity using metric and customary units, and temperature using Celsius and Fahrenheit.
15. Represent categorical data using tables and graphs, including bar graphs and line graphs.
16. Determine outcomes of simple events as *likely*, *unlikely*, *certain*, *equally likely*, or *impossible*.
17. Represent numerical data using tables and graphs, including bar graphs, line graphs, and line plots.

Grade 5

Students will:

1. Demonstrate concepts of number sense by comparing, ordering, rounding, and expanding whole numbers through the millions place and decimals to the thousandths place.
2. Solve problems involving operations on whole numbers, including addition and subtraction of seven-digit numbers, multiplication with two-digit multipliers, and division with two-digit divisors.
3. Solve word problems that involve decimals, fractions, or money.
4. Determine the sum and difference of fractions with common and uncommon denominators.
5. Identify numbers less than zero by extending the number line.
6. Demonstrate the commutative, associative, and identity properties of addition and multiplication of whole numbers.
7. Write a number sentence for a problem expressed in words.
8. Identify regular polygons and congruent polygons.
9. Construct components of the Cartesian plane, including the x-axis, y-axis, origin, and quadrants.
10. Identify the center, radius, and diameter of a circle.
11. Estimate perimeter and area of irregular shapes using unit squares and grid paper.
12. Calculate the perimeter of rectangles from measured dimensions.
13. Convert a larger unit of measurement to a smaller unit of measurement within the same customary or metric system.
14. Analyze data collected from a survey or experiment to determine results and factors that affect results.
15. Use fractions to represent the probability of events that are neither certain nor impossible.

Appendix B

Grade 6

Students will:

1. Demonstrate computational fluency with addition, subtraction, multiplication, and division of decimals and fractions.
2. Solve problems involving decimals, percents, fractions, and proportions.
3. Solve problems using numeric and geometric patterns.
4. Identify two-dimensional shapes and three-dimensional figures based on their attributes, properties, and component parts.
5. Plot points on grids, graphs, and maps using coordinates.
6. Classify angles as acute, obtuse, right, or straight.
7. Solve problems involving perimeter and area of parallelograms and rectangles.
8. Determine the distance between two points on a scale drawing or a map using proportional reasoning.
9. Convert units of length, weight, or capacity within the same customary or metric system.
10. Interpret information from bar graphs, line graphs, and circle graphs.
11. Determine the probability of a simple event by expressing the probability as a ratio, percent, or decimal.

Grade 7

Students will:

1. Demonstrate computational fluency with addition, subtraction, multiplication, and division of integers.
2. Use order of operations to evaluate numerical expressions.
3. Solve problems requiring the use of addition, subtraction, multiplication, and division on rational numbers.
4. Write an algebraic equation that represents a pattern shown in a table, graph, or chart.
5. Write verbal phrases as algebraic expressions and algebraic expressions as verbal phrases.
6. Solve one- and two-step equations.
7. Determine transformations, including translations, reflections, or rotations, used to alter the position of a polygon on the coordinate plane.
8. Recognize geometric relationships among two-dimensional shapes and three-dimensional figures.
9. Solve problems involving circumference and area of circles.
10. Calculate the perimeter of polygons and the area of triangles and trapezoids.
11. Solve problems involving ratios or rates, using proportional reasoning.
12. Determine measures of central tendency and range using a given set of data or graphs, including histograms, frequency tables, and stem-and-leaf plots.
13. Determine the probability of a compound event.

Appendix B

Grade 8

Students will:

1. Use various strategies and operations to solve problems involving real numbers.
2. Apply one or more of the laws of exponents to simplify expressions containing natural number exponents.
3. Use order of operations to evaluate and simplify algebraic expressions.
4. Graph linear relations by plotting points or by using the slope and y-intercept.
5. Solve problems involving linear functions.
6. Solve multistep linear equations, including equations requiring the use of the distributive property.
7. Solve problems using the Pythagorean Theorem.
8. Compare quadrilaterals, triangles, and solids using their properties and characteristics.
9. Determine measures of special angle pairs, including adjacent, vertical, supplementary, complementary, angles, and angles formed by parallel lines cut by a transversal.
10. Determine the perimeter and area of regular and irregular plane shapes.
11. Determine surface area and volume of rectangular prisms, cylinders, and pyramids.
12. Determine lengths of missing sides and measures of angles in similar and congruent shapes.
13. Use given and collected data from samples or populations to construct graphs and interpret data.
14. Determine the theoretical probability of an event.

Appendix C

Reading and Mathematics

Blueprints

Blueprints

Reading Blueprint – Grade 3

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number of Points Possible
1	7	7	0	0	7	7
2	8	8	0	0	8	8
3	11	11	2	6	13	17
4	20	20	2	6	22	26
Totals	46	46	4	12	50	58

Reading Blueprint – Grade 4

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number of Points Possible
1	7	7	0	0	7	7
2	9	9	0	0	9	9
3	11	11	2	6	13	17
4	22	22	0	0	22	22
5	11	11	2	6	13	17
Totals	60	60	4	12	64	72

Reading Blueprint – Grade 5

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number of Points Possible
1	9	9	0	0	9	9
2	12	12	2	6	14	18
3	15	15	1	3	16	18
4	15	15	1	3	16	18
Totals	51	51	4	12	55	63

Reading Blueprint – Grade 6

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number of Points Possible
1	14	14	1	3	15	17
2	11	11	1	3	12	14
3	12	12	1	3	13	15
4	12	12	1	3	13	15
Totals	49	49	4	12	53	61

Reading Blueprint – Grade 7

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number of Points Possible
1	10	10	0	0	10	10
2	12	12	1	3	13	15
3	7	7	0	0	7	7
4	12	12	1	3	13	15
5	10	10	2	6	12	16
Totals	51	51	4	12	55	63

Reading Blueprint – Grade 8

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number of Points Possible
1	16	16	1	3	17	19
2	15	15	1	3	16	18
3	7	7	0	0	7	7
4	16	16	2	6	18	22
Totals	54	54	4	12	58	66

Appendix C
Mathematics Blueprint – Grade 3*

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number Points Possible
1	4	4	0	0	4	4
2	6	6	1	3	7	9
3	4	4	0	0	4	4
4	4	4	0	0	4	4
5	4	4	0	0	4	4
6	2	2	1	3	3	5
7	3	3	1	3	4	6
8	4	4	0	0	4	4
9	3	3	1	3	4	6
10	3	3	0	0	3	3
11	3	3	0	0	3	3
12	3	3	0	0	3	3
13	3	3	0	0	3	3
Total	46	46	4	12	50	58

Mathematics Blueprint – Grade 4*

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Gridded Items	Gridded Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number Points Possible
1	4	4	0	0	0	0	4	4
2	2	2	1	1	0	0	3	3
3	3	3	0	0	0	0	3	3
4	4	4	0	0	0	0	4	4
5	3	3	1	1	0	0	4	4
6	3	3	1	1	1	3	5	7
7	4	4	0	0	1	3	5	7
8	4	4	0	0	0	0	4	4
9	4	4	0	0	0	0	4	4
10	3	3	1	1	0	0	4	4
11	4	4	0	0	0	0	4	4
12	4	4	0	0	0	0	4	4
13	3	3	0	0	0	0	3	3
14	6	6	0	0	0	0	6	6
15	1	1	0	0	1	3	2	4
16	3	3	0	0	0	0	3	3
17	1	1	0	0	1	3	2	4

Total	56	56	4	4	4	12	64	72
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Appendix C ≥ 5*

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Gridded Items	Gridded Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number Points Possible
1	4	4	0	0	0	0	4	4
2	2	2	1	1	1	3	4	6
3	6	6	0	0	1	3	7	9
4	4	4	2	2	0	0	6	6
5	3	3	0	0	0	0	3	3
6	4	4	0	0	0	0	4	4
7	4	4	0	0	0	0	4	4
8	3	3	0	0	0	0	3	3
9	2	2	0	0	0	0	2	2
10	2	2	0	0	0	0	2	2
11	3	3	0	0	0	0	3	3
12	2	2	1	1	0	0	3	3
13	3	3	1	1	0	0	4	4
14	0	0	0	0	2	6	2	6
15	3	3	1	1	0	0	4	4
Total	45	45	6	6	4	12	55	63

Mathematics Blueprint – Grade 6*

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Gridded Items	Gridded Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number Points Possible
1	9	9	0	0	0	0	9	9
2	5	5	1	1	2	6	8	12
3	3	3	2	2	0	0	5	5
4	5	5	0	0	0	0	5	5
5	4	4	0	0	0	0	4	4
6	4	4	0	0	0	0	4	4
7	2	2	1	1	1	3	4	6
8	3	3	1	1	0	0	4	4
9	4	4	0	0	0	0	4	4
10	2	2	1	1	1	3	4	6
11	3	3	1	1	0	0	4	4
Total	44	44	7	7	4	12	55	63

Appendix C

Mathematics Blueprint – Grade 7*

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Gridded Items	Gridded Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number Points Possible
1	3	3	2	2	0	0	5	5
2	3	3	1	1	0	0	4	4
3	8	8	0	0	0	0	8	8
4	4	4	0	0	0	0	4	4
5	4	4	0	0	0	0	4	4
6	4	4	0	0	0	0	4	4
7	4	4	0	0	0	0	4	4
8	3	3	0	0	1	3	4	6
9	3	3	1	1	0	0	4	4
10	3	3	1	1	0	0	4	4
11	3	3	0	0	1	3	4	6
12	2	2	2	2	1	3	5	7
13	2	2	1	1	1	3	4	6
Total	46	46	8	8	4	12	58	66

Mathematics Blueprint – Grade 8*

Standard Number	Multiple Choice Items	Multiple Choice Points Possible	Gridded Items	Gridded Points Possible	Open-Ended Items	Open-Ended Points Possible	Total Number of Items	Total Number Points Possible
1	6	6	1	1	0	0	7	7
2	4	4	0	0	0	0	4	4
3	3	3	1	1	0	0	4	4
4	3	3	0	0	2	6	5	9
5	3	3	1	1	0	0	4	4
6	2	2	2	2	0	0	4	4
7	2	2	1	1	1	3	4	6
8	4	4	0	0	0	0	4	4
9	3	3	1	1	0	0	4	4
10	3	3	1	1	0	0	4	4
11	3	3	0	0	1	3	4	6
12	3	3	1	1	0	0	4	4
13	3	3	0	0	1	3	4	6
14	3	3	1	1	0	0	4	4
Total	45	45	10	10	5	15	60	70

Appendix D

Sample Item Specifications

Sample Item Specifications

ARMT GRADE 5 MATHEMATICS

NUMBER AND OPERATIONS

Content Standard 2

Solve problems involving basic operations on whole numbers, including addition and subtraction of seven-digit numbers, multiplication with two-digit multipliers, and division with two-digit divisors.

Item Type

Multiple-choice

Gridded

Open-ended

Additional Information

Word problems/real-life situations may be used.

Bare computational problems may be used.

Tables and charts may be used only for graphic organization of information.

Fractions will not be used.

Multiple steps may be used.

Money values may be used.

One of the options may be NH, which means "Not Here."

Sample Multiple-Choice Items

1.
$$\begin{array}{r} 49 \\ \times 23 \\ \hline \end{array}$$

- A** 245
- B** 792
- C** 1127 *
- D** NH

2. In the magazine aisle at the grocery store there are 17 rows of magazines. In each row there are 13 magazines. How many magazines are in the aisle?

- A** 30
- B** 221 *
- C** 421
- D** NH

Sample Answer Document

Revised Stanford 10 Demographic Page

1 STUDENT NAME		TEACHER		SCHOOL	
SCHOOL DISTRICT		GENDER		GRADE	
DATE OF BIRTH		TEST DATE (month/year)			

Primary 3
 ISBN 999-6790-63-0
 917 899981 740631

2 LAST NAME		FIRST NAME		M
3 DATE OF BIRTH		4 STUDENT ID NUMBER		
Month	Day	Year		
Jan	Feb	Mar	Apr	May
Jun	Jul	Aug	Sep	Oct
Nov	Dec			

5 GENDER		6 ETHNIC GROUP		3 GRADE	LEVEL	FORM
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SPRING 2009

7 SPECIAL CODES		8 FOR LOCAL USE		9 SDE	10 NSA
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Grade 6

ALABAMA READING and MATHEMATICS TEST
Part 2

Grade 6 Reading Subtest

Page 3

SAMPLE A

A B C D

SAMPLE B

A B C D

Page 3

SAMPLE C

Page 4

1 A B C D

2 A B C D

3 A B C D

Page 7

4 A B C D

5 A B C D

Page 8

6 A B C D

7 A B C D

8 A B C D

9 A B C D

Page 9

10 A B C D

11 A B C D

GO ON 

STUDENT NAME _____

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Page 4

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ALABAMA READING and MATHEMATICS TEST PART 2
Grade 6 Reading Subtest

Page 9

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12

Answer question 12 in this box.

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ALABAMA READING and MATHEMATICS TEST PART 2
Grade 6 Reading Subtest

Page 9

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13

Answer question 13 in this box.

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ALABAMA READING and MATHEMATICS TEST PART 2
Grade 6 Reading Subtest

Page 11

14	A	B	C	D
15	A	B	C	D

GO ON 

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Page 7

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ALABAMA READING and MATHEMATICS TEST PART 2
Grade 6 Reading Subtest

Page 11

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16

Answer question 16 in this box.

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Grade 6 Reading Subtest

Page 11

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17

Answer question 17 in this box.

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Alabama Reading and Mathematics Test Part 2.**



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ALABAMA READING and MATHEMATICS TEST PART 2

Grade 6 Mathematics Subtest

Page 13

SAMPLE A

(A) (B) (C) (D)

Page 13

SAMPLE B

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ALABAMA READING and MATHEMATICS TEST PART 2
Grade 6 Mathematics Subtest

Page 15

Be sure to leave room in your answer space for all parts of this test question.

3

Answer question 3 in this box.

DO NOT WRITE OUTSIDE THE BOX.

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Page 11

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ALABAMA READING and MATHEMATICS TEST PART 2
Grade 6 Mathematics Subtest

Page 16

Be sure to leave room in your answer space for all parts of this test question.

4

Answer question 4 in this box.

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Page 12

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Page 19

Page 20Page 21Page 22Page 23Page 23Page 24

ALABAMA READING and MATHEMATICS TEST PART 2
Grade 6 Mathematics Subtest

Page 25

Be sure to leave room in your answer space for all parts of this test question.

22

Answer question 22 in this box.

DO NOT WRITE OUTSIDE THE BOX.

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ALABAMA READING and MATHEMATICS TEST PART 2
Grade 6 Mathematics Subtest

Page 26

Be sure to leave room in your answer space for all parts of this test question.

23

Answer question 23 in this box.

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ALABAMA READING and MATHEMATICS TEST PART 2

Grade 6 Mathematics Subtest

Page 27

24	A	B	C	D
25	A	B	C	D
26	A	B	C	D

Page 28

27	A	B	C	D
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Page 28

28										
5	6
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

Page 28

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5	6
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4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
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8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

Page 29

30	A	B	C	D
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Page 30

31	A	B	C	D
32	A	B	C	D

Page 31

33	A	B	C	D
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STOP. This is the end of the Mathematics Subtest of the Alabama Reading and Mathematics Test Part 2.

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Appendix F

Sample Pre-Identification Label

Pre-Identification Label

ARREDONDO, JENNIFER T		ID:246801234512
GRADE:03	DOB:12/12/95	GENDER:F ETHN:H
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Appendix G

Sample Cover Page

GRADE 3

925211

**Alabama Reading
and Mathematics Test**

**PART
2**

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ALABAMA
STATE DEPARTMENT OF EDUCATION



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Appendix H

Sample Demographic Page

Revised Stanford 10 Demographic Page

1 STUDENT NAME		TEACHER		SCHOOL	
SCHOOL DISTRICT		GENDER		GRADE	
DATE OF BIRTH		TEST DATE (month/year)			

2 LAST NAME		FIRST NAME		MI	
3 DATE OF BIRTH		4 STUDENT ID NUMBER		5 FOR LOCAL USE	
6 GENDER		7 ETHNIC GROUP		8 GRADE	
9 LEVEL		10 FORM		11 SPECIAL CODES	

12 DATE OF BIRTH		13 STUDENT ID NUMBER		14 FOR LOCAL USE	
15 GENDER		16 ETHNIC GROUP		17 GRADE	
18 LEVEL		19 FORM		20 SPECIAL CODES	

21 DATE OF BIRTH		22 STUDENT ID NUMBER		23 FOR LOCAL USE	
24 GENDER		25 ETHNIC GROUP		26 GRADE	
27 LEVEL		28 FORM		29 SPECIAL CODES	

30 DATE OF BIRTH		31 STUDENT ID NUMBER		32 FOR LOCAL USE	
33 GENDER		34 ETHNIC GROUP		35 GRADE	
36 LEVEL		37 FORM		38 SPECIAL CODES	

39 DATE OF BIRTH		40 STUDENT ID NUMBER		41 FOR LOCAL USE	
42 GENDER		43 ETHNIC GROUP		44 GRADE	
45 LEVEL		46 FORM		47 SPECIAL CODES	

48 DATE OF BIRTH		49 STUDENT ID NUMBER		50 FOR LOCAL USE	
51 GENDER		52 ETHNIC GROUP		53 GRADE	
54 LEVEL		55 FORM		56 SPECIAL CODES	

57 DATE OF BIRTH		58 STUDENT ID NUMBER		59 FOR LOCAL USE	
60 GENDER		61 ETHNIC GROUP		62 GRADE	
63 LEVEL		64 FORM		65 SPECIAL CODES	

66 DATE OF BIRTH		67 STUDENT ID NUMBER		68 FOR LOCAL USE	
69 GENDER		70 ETHNIC GROUP		71 GRADE	
72 LEVEL		73 FORM		74 SPECIAL CODES	

75 DATE OF BIRTH		76 STUDENT ID NUMBER		77 FOR LOCAL USE	
78 GENDER		79 ETHNIC GROUP		80 GRADE	
81 LEVEL		82 FORM		83 SPECIAL CODES	

84 DATE OF BIRTH		85 STUDENT ID NUMBER		86 FOR LOCAL USE	
87 GENDER		88 ETHNIC GROUP		89 GRADE	
90 LEVEL		91 FORM		92 SPECIAL CODES	

93 DATE OF BIRTH		94 STUDENT ID NUMBER		95 FOR LOCAL USE	
96 GENDER		97 ETHNIC GROUP		98 GRADE	
99 LEVEL		100 FORM		101 SPECIAL CODES	

102 DATE OF BIRTH		103 STUDENT ID NUMBER		104 FOR LOCAL USE	
105 GENDER		106 ETHNIC GROUP		107 GRADE	
108 LEVEL		109 FORM		110 SPECIAL CODES	

111 DATE OF BIRTH		112 STUDENT ID NUMBER		113 FOR LOCAL USE	
114 GENDER		115 ETHNIC GROUP		116 GRADE	
117 LEVEL		118 FORM		119 SPECIAL CODES	

120 DATE OF BIRTH		121 STUDENT ID NUMBER		122 FOR LOCAL USE	
123 GENDER		124 ETHNIC GROUP		125 GRADE	
126 LEVEL		127 FORM		128 SPECIAL CODES	

129 DATE OF BIRTH		130 STUDENT ID NUMBER		131 FOR LOCAL USE	
132 GENDER		133 ETHNIC GROUP		134 GRADE	
135 LEVEL		136 FORM		137 SPECIAL CODES	

138 DATE OF BIRTH		139 STUDENT ID NUMBER		140 FOR LOCAL USE	
141 GENDER		142 ETHNIC GROUP		143 GRADE	
144 LEVEL		145 FORM		146 SPECIAL CODES	

147 DATE OF BIRTH		148 STUDENT ID NUMBER		149 FOR LOCAL USE	
150 GENDER		151 ETHNIC GROUP		152 GRADE	
153 LEVEL		154 FORM		155 SPECIAL CODES	

156 DATE OF BIRTH		157 STUDENT ID NUMBER		158 FOR LOCAL USE	
159 GENDER		160 ETHNIC GROUP		161 GRADE	
162 LEVEL		163 FORM		164 SPECIAL CODES	

165 DATE OF BIRTH		166 STUDENT ID NUMBER		167 FOR LOCAL USE	
168 GENDER		169 ETHNIC GROUP		170 GRADE	
171 LEVEL		172 FORM		173 SPECIAL CODES	

174 DATE OF BIRTH		175 STUDENT ID NUMBER		176 FOR LOCAL USE	
177 GENDER		178 ETHNIC GROUP		179 GRADE	
180 LEVEL		181 FORM		182 SPECIAL CODES	

183 DATE OF BIRTH		184 STUDENT ID NUMBER		185 FOR LOCAL USE	
186 GENDER		187 ETHNIC GROUP		188 GRADE	
189 LEVEL		190 FORM		191 SPECIAL CODES	

192 DATE OF BIRTH		193 STUDENT ID NUMBER		194 FOR LOCAL USE	
195 GENDER		196 ETHNIC GROUP		197 GRADE	
198 LEVEL		199 FORM		200 SPECIAL CODES	

201 DATE OF BIRTH		202 STUDENT ID NUMBER		203 FOR LOCAL USE	
204 GENDER		205 ETHNIC GROUP		206 GRADE	
207 LEVEL		208 FORM		209 SPECIAL CODES	

210 DATE OF BIRTH		211 STUDENT ID NUMBER		212 FOR LOCAL USE	
213 GENDER		214 ETHNIC GROUP		215 GRADE	
216 LEVEL		217 FORM		218 SPECIAL CODES	

219 DATE OF BIRTH		220 STUDENT ID NUMBER		221 FOR LOCAL USE	
222 GENDER		223 ETHNIC GROUP		224 GRADE	
225 LEVEL		226 FORM		227 SPECIAL CODES	

228 DATE OF BIRTH		229 STUDENT ID NUMBER		230 FOR LOCAL USE	
231 GENDER		232 ETHNIC GROUP		233 GRADE	
234 LEVEL		235 FORM		236 SPECIAL CODES	

237 DATE OF BIRTH		238 STUDENT ID NUMBER		239 FOR LOCAL USE	
240 GENDER		241 ETHNIC GROUP		242 GRADE	
243 LEVEL		244 FORM		245 SPECIAL CODES	

246 DATE OF BIRTH		247 STUDENT ID NUMBER		248 FOR LOCAL USE	
249 GENDER		250 ETHNIC GROUP		251 GRADE	
252 LEVEL		253 FORM		254 SPECIAL CODES	

255 DATE OF BIRTH		256 STUDENT ID NUMBER		257 FOR LOCAL USE	
258 GENDER		259 ETHNIC GROUP		260 GRADE	
261 LEVEL		262 FORM		263 SPECIAL CODES	

264 DATE OF BIRTH		265 STUDENT ID NUMBER		266 FOR LOCAL USE	
267 GENDER		268 ETHNIC GROUP		269 GRADE	
270 LEVEL		271 FORM		272 SPECIAL CODES	

273 DATE OF BIRTH		274 STUDENT ID NUMBER		275 FOR LOCAL USE	
276 GENDER		277 ETHNIC GROUP		278 GRADE	
279 LEVEL		280 FORM		281 SPECIAL CODES	

282 DATE OF BIRTH		283 STUDENT ID NUMBER		284 FOR LOCAL USE	
285 GENDER		286 ETHNIC GROUP		287 GRADE	
288 LEVEL		289 FORM		290 SPECIAL CODES	

291 DATE OF BIRTH		292 STUDENT ID NUMBER		293 FOR LOCAL USE	
294 GENDER		295 ETHNIC GROUP		296 GRADE	
297 LEVEL		298 FORM		299 SPECIAL CODES	

300 DATE OF BIRTH		301 STUDENT ID NUMBER		302 FOR LOCAL USE	
303 GENDER		304 ETHNIC GROUP		305 GRADE	
306 LEVEL		307 FORM		308 SPECIAL CODES	

309 DATE OF BIRTH		310 STUDENT ID NUMBER		311 FOR LOCAL USE	
312 GENDER		313 ETHNIC GROUP		314 GRADE	
315 LEVEL		316 FORM		317 SPECIAL CODES	

318 DATE OF BIRTH		319 STUDENT ID NUMBER		320 FOR LOCAL USE	
321 GENDER		322 ETHNIC GROUP		323 GRADE	
324 LEVEL		325 FORM		326 SPECIAL CODES	

327 DATE OF BIRTH		328 STUDENT ID NUMBER		329 FOR LOCAL USE	
330 GENDER		331 ETHNIC GROUP		332 GRADE	
333 LEVEL		334 FORM		335 SPECIAL CODES	

336 DATE OF BIRTH		337 STUDENT ID NUMBER		338 FOR LOCAL USE	
339 GENDER		340 ETHNIC GROUP		341 GRADE	
342 LEVEL		343 FORM		344 SPECIAL CODES	

345 DATE OF BIRTH		346 STUDENT ID NUMBER		347 FOR LOCAL USE	
348 GENDER		349 ETHNIC GROUP		350 GRADE	
351 LEVEL		352 FORM		353 SPECIAL CODES	

354 DATE OF BIRTH		355 STUDENT ID NUMBER		356 FOR LOCAL USE	
357 GENDER		358 ETHNIC GROUP		359 GRADE	
360 LEVEL		361 FORM		362 SPECIAL CODES	

363 DATE OF BIRTH		364 STUDENT ID NUMBER		365 FOR LOCAL USE	
366 GENDER		367 ETHNIC GROUP		368 GRADE	
369 LEVEL		370 FORM		371 SPECIAL CODES	

372 DATE OF BIRTH		373 STUDENT ID NUMBER		374 FOR LOCAL USE	
375 GENDER		376 ETHNIC GROUP		377 GRADE	
378 LEVEL		379 FORM		380 SPECIAL CODES	

381 DATE OF BIRTH		382 STUDENT ID NUMBER		383 FOR LOCAL USE	
384 GENDER		385 ETHNIC GROUP		386 GRADE	
387 LEVEL		388 FORM		389 SPECIAL CODES	

390 DATE OF BIRTH		391 STUDENT ID NUMBER		392 FOR LOCAL USE	
393 GENDER		<			

Appendix I

Sample Shipping Labels

Shipping

**Return Label for Scorable Answer Documents
(Orange)**

RETURN ADDRESS	<u>ALABAMA</u> SAT10/ARMT ON-GRADE ANSWER DOCUMENTS FOR SCORING (SCORABLE)
SCHOOL NAME	
STREET ADDRESS	
CITY STATE ZIP	
DISTRICT NAME	
<p style="text-align: center;">1 Scoring Center 19500 Bulverde Road San Antonio, TX 78259</p>	
GRADE: _____	
BOX: _____ of _____	
999874105X	



Labels

Return Label for Non-Scorable Answer Documents (Green)

RETURN ADDRESS

SCHOOL NAME

STREET ADDRESS

CITY STATE ZIP

DISTRICT NAME

ALABAMA
SAT10/ARMT

ON-GRADE
OTHER TEST MATERIALS
FOR DESTRUCTION
(NON-SCORABLE)

**Scoring Center
19500 Bulverde Road
San Antonio, TX 78259**

GRADE: _____

BOX: _____ of _____

9998741076

Return Label for Large Print Answer Documents

ALABAMA ON-GRADE
LARGE PRINT
SCORABLES

Appendix J

Sample

System Header Sheet

SYSTEM HEADER

Alabama Reading and Mathematics Test

System Name: Sample School

System Code: 000

System Test Coordinator: Margaret Sample

Phone Number: 555-444-0202

School	Grade	Number Tested
Moore Elementary School	Kindergarten	
	First Grade	
	Second Grade	
	Third Grade	
	Fourth Grade	
	Fifth Grade	
	Sixth Grade	
	Seventh Grade	
	Eighth Grade	
	Eleventh Grade	
School	Grade	Number Tested
Moore Middle School	Kindergarten	
	First Grade	
	Second Grade	
	Third Grade	
	Fourth Grade	
	Fifth Grade	
	Sixth Grade	
	Seventh Grade	
	Eighth Grade	
	Eleventh Grade	
School	Grade	Number Tested
Moore High School	Kindergarten	
	First Grade	
	Second Grade	
	Third Grade	
	Fourth Grade	
	Fifth Grade	
	Sixth Grade	
	Seventh Grade	
	Eighth Grade	

Appendix K

Sample Reports

Reports

Alabama Reading and Mathematics Test

CHIEF STATE SCHOOL OFFICER'S
REPORT

TEST DATE: 03/08

Page 1 of 27

Listing is alphabetical	Total Number Tested	READING ACHIEVEMENT LEVELS Percent of Students				Total Number Tested	MATHEMATICS ACHIEVEMENT LEVELS Percent of Students			
		I	II	III	IV		I	II	III	IV
STATE SUMMARY	Grade 3 57,563 4 57,164 5 56,323 6 55,833 7 57,278 8 57,174	1 0 1 1 1 1	14 14 15 13 20 25	34 34 32 26 36 39	51 53 52 60 43 35	57,690 57,196 56,342 55,820 57,238 57,158	6 2 1 0 0 0	17 19 21 28 39 32	31 29 33 42 35 45	47 50 44 29 26 23
ALBERTVILLE CITY 2S	Grade 3 295 4 295 5 290 6 284 7 274 8 293	2 1 1 1 1 2	11 15 16 15 12 19	36 38 36 28 36 42	51 46 47 56 50 37	310 298 251 268 277 296	5 4 0 0 0 0	12 21 39 32 31 28	30 33 44 43 53 53	54 42 17 24 36 19
ALEXANDER CITY 2S	Grade 3 257 4 290 5 247 6 265 7 270 8 265	1 1 2 0 1 2	11 13 13 8 19 22	32 28 37 20 31 35	56 58 49 71 50 42	257 290 247 264 269 265	5 1 0 0 0 0	8 21 14 16 27 27	28 31 29 41 35 40	60 47 57 43 38 33
ANDALUSIA CITY 2S	Grade 3 142 4 116 5 134 6 130 7 119 8 116	0 0 1 1 0 0	10 16 13 9 17 11	18 36 31 20 33 46	72 47 55 70 50 43	144 115 133 130 119 116	5 2 2 0 0 0	10 23 21 25 30 25	22 35 35 40 28 58	63 40 43 35 42 16
ANNISTON CITY 3L	Grade 3 206 4 214 5 192 6 177 7 137 8 177	1 0 0 0 1 2 3	21 21 26 19 33 53	43 46 44 47 47 34	35 32 30 34 18 10	206 215 192 177 137 176	10 4 1 1 1 0	27 33 38 43 66 68	36 31 37 53 32 31	27 32 24 4 1 1

--- = Summary scores will not be reported for n-counts <10.

Achievement Levels Key: I = Exceeds Standards II = Meets Standards III = Partially Meets Standards IV = Does Not Meet Standards

COPV/01
PROCESS NO. 1065405-551404000-0001-1

COPY 01
 PROCESS NO. 10554405-55140-4689-0001-1

Appendix K

Alabama Reading and Mathematics Test

GRADE 4
STATE REPORT FOR
ALABAMA

TEST DATE: 04/07

READING

		Total		Multiple-choice		Open-ended	
		Points Possible	Mean Percent Correct *	Points Possible	Points Earned *	Points Possible	Points Earned *
CONTENT STANDARDS							
PERCENT	Demonstrate word recognition skills.	7	5.3	7	5.3	0	0.0
	Demonstrate reading vocabulary knowledge.	9	6.9	9	6.9	0	0.0
	Use strategies to comprehend literary/recreational materials.	17	10.6	11	7.8	6	2.8
	Identify literary elements and devices in literary/recreational materials and identify details in textual/informational materials.	22	14.1	22	14.1	0	0.0
	Use strategies to comprehend functional and textual/informational materials.	17	9.4	11	6.7	6	2.7

NUMBER TESTED = 56,083
MEAN SCALED SCORE = 641.3

ACHIEVEMENT LEVELS	NUMBER	PERCENT
Level I	280	0
Level II	8143	15
Level III	17867	32
Level IV	29793	53

MATHEMATICS

		Total		Multiple-choice		Gridded	
		Points Possible	Mean Percent Correct *	Points Possible	Points Earned *	Points Possible	Points Earned *
CONTENT STANDARDS							
PERCENT	Number and Operations	36	22.5	27	18.5	3	1.7
	Compare and order decimals and whole numbers.	4	3.0	4	3.0	0	0.0
	Write money amounts in words and dollar & cent notation.	3	2.5	2	1.9	1	0.6
	Rename improper fractions as mixed numbers and mixed numbers as improper fractions.	3	1.6	3	1.6	0	0.0
	Add and subtract fractions with common denominators.	4	3.2	4	3.2	0	0.0
	Round whole numbers and decimals.	4	2.6	3	2.0	1	0.6
	Add and subtract 4-digit numbers with & without regrouping.	7	3.8	4	2.5	1	0.5
	Multiply and divide whole numbers.	7	3.4	4	2.4	0	0.0
	Recognize equivalent forms of fractions & decimals.	4	2.4	4	2.4	0	0.0
	Algebra	8	5.2	7	4.5	1	0.7
	Write number sentences that involve multiplication or division.	4	2.3	4	2.3	0	0.0
	Complete addition & subtraction number sentences.	4	2.9	3	2.2	1	0.7
	Geometry	8	5.3	8	5.3	0	0.0
	Identify triangles, quadrilaterals, pentagons, hexagons, or octagons.	4	2.6	4	2.6	0	0.0
	Find locations on a map or grid using ordered pairs.	4	2.7	4	2.7	0	0.0
MEASUREMENT	Calculate elapsed time in hours and minutes.	9	5.8	9	5.8	0	0.0
	Measure length, width, weight, capacity, and temperature.	3	1.5	3	1.5	0	0.0
	Data Analysis and Probability	6	4.3	6	4.3	0	0.0
	Represent categorical and numerical data using tables and graphs.	11	5.1	5	3.3	0	0.0
	Determine the outcomes of simple events.	8	3.1	2	1.3	0	0.0
		3	2.0	3	2.0	0	0.0

NUMBER TESTED = 56,035
MEAN SCALED SCORE = 633.3

ACHIEVEMENT LEVELS	NUMBER	PERCENT
Level I	1018	2
Level II	11155	20
Level III	16838	30
Level IV	27024	48

ACHIEVEMENT LEVELS KEY
Level I = Does Not Meet Standards
Level II = Partially Meets Standards
Level III = Meets Standards
Level IV = Exceeds Standards

* Mean Number Correct

COPY 01
PROCESSING NO. 1075400-1841502-A004-0000F-1

Alabama Reading and Mathematics Test

GRADE 3

SYSTEM REPORT FOR
BLOUNT COUNTY

SYSTEM CODE: 005
TEST DATE: 03/08

READING

NUMBER TESTED = 644
MEAN SCALED SCORE = 623.3

ACHIEVEMENT LEVELS	NUMBER	PERCENT
Level I	9	1
Level II	82	13
Level III	255	40
Level IV	298	46

CONTENT STANDARDS	Total Points Possible	Points Earned *	Mean Percent Correct	Multiple-choice Points Possible	Points Earned *	Open-ended Points Possible	Points Earned *
Apply advanced phonetic analysis to multiple-syllable words.	7	4.2	60	7	4.2	0	0.0
Demonstrate reading vocabulary knowledge.	8	6.4	80	8	6.4	0	0.0
Use strategies to comprehend literary/recreational materials.	17	9.9	58	11	7.3	6	2.6
Use strategies to comprehend functional and textual/informational materials.	25	16.9	68	19	13.8	6	3.1

MATHEMATICS

NUMBER TESTED = 646
MEAN SCALED SCORE = 611.4

ACHIEVEMENT LEVELS	NUMBER	PERCENT
Level I	35	5
Level II	116	18
Level III	245	38
Level IV	250	39

CONTENT STANDARDS	Total Points Possible	Points Earned *	Mean Percent Correct	Multiple-choice Points Possible	Points Earned *	Gridded Points Possible	Points Earned *	Open-ended Points Possible	Points Earned *
Number and Operations Compare, order, and expand whole numbers. Solve addition and subtraction problems. Multiply whole numbers with and without regrouping. Divide whole numbers. Model equivalent forms of fractions. Use coins to make change.	30	20.4	68	24	16.8	0	0.0	6	3.6
Algebra Complete numeric and geometric patterns.	6	3.8	63	3	2.4	0	0.0	3	1.4
Geometry Identify points, lines, perpendicular lines, parallel lines, angles, and rays. Find locations on a grid using horizontal and vertical movements.	10	5.6	56	7	4.6	0	0.0	3	1.0
Measurement Measure length in metric units. Determine elapsed time to the day with calendars and to the hour with a clock.	6	3.2	53	3	2.2	0	0.0	3	1.0
Data Analysis and Probability Recognize data as categorical or numerical. Determine the likelihood of different outcomes of simple events.	6	4.5	75	6	4.5	0	0.0	0	0.0
	3	2.5	83	3	2.5	0	0.0	0	0.0
	3	2.0	67	3	2.0	0	0.0	0	0.0
	6	3.4	57	6	3.4	0	0.0	0	0.0
	3	1.3	43	3	1.3	0	0.0	0	0.0
	3	2.1	70	3	2.1	0	0.0	0	0.0

ACHIEVEMENT LEVELS KEY

Level I = Does Not Meet Standards
Level II = Partially Meets Standards
Level III = Meets Standards
Level IV = Exceeds Standards

* Mean Number Correct

COPY 01
PROCESS NO. 10656419-1752047-4843-00008-1

Alabama Reading and Mathematics Test

GRADE 6

CL SCARBOROUGH M.S.

SCHOOL CODE: 0090570
SYSTEM: MOBILE COUNTY - 049
TEST DATE: 03/08

READING

NUMBER TESTED = 163
MEAN SCALED SCORE = 648.7

ACHIEVEMENT LEVELS	NUMBER	PERCENT	Total		Multiple-choice		Open-ended	
			Points Possible	Mean Percent Correct *	Points Possible	Points Earned *	Points Possible	Points Earned *
Level I	3	2	17	58	14	8.3	3	1.5
Level II	26	16	14	56	11	6.8	3	1.0
Level III	46	28	15	51	12	6.6	3	1.0
Level IV	88	54	15	54	12	7.1	3	0.9

CONTENT STANDARDS
Apply strategies to comprehend literary/informational materials.
Interpret literary elements and devices.
Apply strategies to comprehend textual/informational and functional materials.
Recognize text elements in textual/informational and functional materials.

MATHEMATICS

NUMBER TESTED = 163
MEAN SCALED SCORE = 655.1

ACHIEVEMENT LEVELS	NUMBER	PERCENT	Total		Multiple-choice		Gridded		Open-ended	
			Points Possible	Mean Percent Correct *	Points Possible	Points Earned *	Points Possible	Points Earned *	Points Possible	Points Earned *
Level I	0	0	21	9.5	14	7.3	1	0.3	6	1.9
Level II	44	27	9	5.5	9	5.5	0	0.0	0	0.0
Level III	81	50	12	4.0	5	1.8	1	0.3	6	1.9
Level IV	38	23	5	2.9	3	2.0	2	0.8	0	0.0
			5	2.9	3	2.0	2	0.8	0	0.0
			9	5.8	9	5.8	0	0.0	0	0.0
			5	3.0	5	3.0	0	0.0	0	0.0
			4	2.7	4	2.7	0	0.0	0	0.0
			18	6.7	13	5.5	2	0.7	3	0.3
			4	2.4	4	2.4	0	0.0	0	0.0
			6	1.7	2	1.1	1	0.2	3	0.3
			4	1.1	3	0.6	1	0.5	0	0.0
			4	1.5	4	1.5	0	0.0	0	0.0
			10	4.1	5	2.0	2	0.6	3	1.6
			6	2.8	2	0.8	1	0.4	3	1.6
			4	1.3	3	1.2	1	0.2	0	0.0

CONTENT STANDARDS
Number and Operations
Demonstrate computational fluency with addition, subtraction, multiplication, and division of decimals and fractions.
Solve problems involving decimals, percents, fractions, and proportions.
Algebra
Solve problems using numeric and geometric patterns.
Geometry
Identify two-dimensional and three-dimensional figures based on attributes, properties, and component parts.
Plot coordinates on grids, graphs, and maps.
Measurement
Classify angles as acute, obtuse, right, or straight.
Solve problems involving perimeter and area of parallelograms and rectangles.
Determine the distance between two points on a scale.
Drawing or a map using proportional reasoning.
Convert units of length, weight, or capacity within the same system (customary or metric).
Data Analysis and Probability
Interpret information from bar graphs, line graphs, and circle graphs.
Find the probability of a simple event.

ACHIEVEMENT LEVELS KEY
Level I = Does Not Meet Standards
Level II = Partially Meets Standards
Level III = Meets Standards
Level IV = Exceeds Standards

* Mean Number Correct

COPY 01
PROCESS NO. 1056426-18/18A-54/5/0001-1

Student listing is alphabetical	Reading			Mathematics			Language			Science	Battery Totals		OTIS-LENNON
	Total Reading	Reading Vocabulary	Reading Comprehension	Total Mathematics	Mathematics Problem Solving	Mathematics Procedures	Language	Language Mechanics	Language Expression		Partial Battery		
Number Possible	84	30	54	80	26	32	48	24	24	24	212		
Student Name	Student Number: 1947124143												
10 Yrs 09 Mos													
Number Correct	67	26	41	38	22	16	39	18	21	27	144		
Scaled Score	670	678	688	628	625	631	668	651	697	654	NA		
National PRLS	75-6	75-6	73-6	37-4	37-4	38-4	79-7	62-6	86-7	71-6	61-6		
National NCE	64-2	62-9	62-9	43-0	43-0	43-6	67-0	56-4	72-8	61-7	56-1		
AAC	MID	MID	MID	LOW	LOW	LOW	MID	MID	MID	MID	MID		
ARMT Achievement Level	IV			IV									
Student Name	Student Number: 1947014922												
10 Yrs 07 Mos													
Number Correct	75	26	45	34	18	15	26	16	10	26	131		
Scaled Score	682	678	685	619	612	631	619	636	606	650	NA		
National PRLS	84-7	75-6	85-7	28-4	24-4	38-4	32-4	46-5	24-4	67-6	52-5		
National NCE	70-9	64-2	71-8	37-7	35-1	43-6	40-2	47-9	35-7	59-3	51-0		
AAC	HIGH	HIGH	HIGH	MID	MID	MID	MID	MID	MID	HIGH	MID		
ARMT Achievement Level	IV			III									
Student Name	Student Number: 1947079560												
10 Yrs 10 Mos													
Number Correct	68	27	41	57	30	27	33	14	19	24	158		
Scaled Score	673	689	668	668	652	697	642	621	665	641	NA		
National PRLS	77-7	82-7	73-6	78-7	66-6	88-7	55-5	32-4	75-6	58-5	74-6		
National NCE	65-6	69-3	62-9	66-3	58-7	74-7	52-6	40-2	64-2	54-3	63-6		
AAC	HIGH	HIGH	MID	IV	MID	HIGH	MID	LOW	MID	MID	MID		
ARMT Achievement Level	IV												
Student Name	Student Number: 1947022123												
11 Yrs 08 Mos													
Number Correct	61	24	37	64	35	29	43	20	23	30	166		
Scaled Score	655	650	653	646	671	718	653	671	729	668	NA		
National PRLS	61-6	61-6	60-6	89-8	81-7	94-8	92-8	78-7	97-9	83-7	81-7		
National NCE	55-9	55-9	55-3	75-9	68-5	92-7	79-6	66-3	89-6	70-1	68-4		
AAC	LOW	LOW	LOW	MID	MID	HIGH	HIGH	MID	HIGH	MID	MID		
ARMT Achievement Level	IV			IV									

Student Labels for Cumulative Folders

COPY 01
 PROCESS NO. 10654469-1612207-1006-05770-1
 GRADE: 05
 TEST DATE: 04/06
 SCHOOL:
 DISTRICT:

STANFORD Alabama Reading and Mathematics Test (ARMT) <small>ACHIEVEMENT TEST SERIES, TENTH EDITION</small>							OLSAT Ochs-Lennon School Ability Test®, Eighth Edition		
Grade: Age: Sex:				Level/Form: Intermediate 2/B			Score Type		
School:				Test Date: 04/06			School Ability Index		
Student No:				2002 Norms: Spring National			National Age PR-S		
						National Grade PR-S			
Score Type	Total Reading	Total Math	Language	Science	Partial Battery		Total	Verbal	Non-Verbal
Natl PR	90	79	71	92	81		82	77	90
Natl Stanine	8	7	6	8	7		13-3	8-2	27-4
ARMT Level	IV	IV					18-3	9-2	32-4
STANFORD Alabama Reading and Mathematics Test (ARMT) <small>ACHIEVEMENT TEST SERIES, TENTH EDITION</small>							OLSAT Ochs-Lennon School Ability Test®, Eighth Edition		
Grade: Age: Sex:				Level/Form: Intermediate 2/B			Score Type		
School:				Test Date: 04/06			School Ability Index		
Student No:				2002 Norms: Spring National			National Age PR-S		
						National Grade PR-S			
Score Type	Total Reading	Total Math	Language	Science	Partial Battery		Total	Verbal	Non-Verbal
Natl PR	75	88	71	71	81		106	115	98
Natl Stanine	6	7	6	6	7		65-6	83-7	45-5
ARMT Level	IV	IV					64-6	79-7	47-5
STANFORD Alabama Reading and Mathematics Test (ARMT) <small>ACHIEVEMENT TEST SERIES, TENTH EDITION</small>							OLSAT Ochs-Lennon School Ability Test®, Eighth Edition		
Grade: Age: Sex:				Level/Form: Intermediate 2/B			Score Type		
School:				Test Date: 04/06			School Ability Index		
Student No:				2002 Norms: Spring National			National Age PR-S		
						National Grade PR-S			
Score Type	Total Reading	Total Math	Language	Science	Partial Battery		Total	Verbal	Non-Verbal
Natl PR	57	63	48	63	56		111	111	109
Natl Stanine	5	6	5	6	5		75-6	75-6	71-6
ARMT Level	IV	III					70-6	70-6	66-6
STANFORD Alabama Reading and Mathematics Test (ARMT) <small>ACHIEVEMENT TEST SERIES, TENTH EDITION</small>							OLSAT Ochs-Lennon School Ability Test®, Eighth Edition		
Grade: Age: Sex:				Level/Form: Intermediate 2/B			Score Type		
School:				Test Date: 04/06			School Ability Index		
Student No:				2002 Norms: Spring National			National Age PR-S		
						National Grade PR-S			
Score Type	Total Reading	Total Math	Language	Science	Partial Battery		Total	Verbal	Non-Verbal
Natl PR	75	37	79	71	61		120	127	112
Natl Stanine	6	4	7	6	6		89-8	95-8	77-7
ARMT Level	IV	IV					84-7	93-8	66-6
STANFORD Alabama Reading and Mathematics Test (ARMT) <small>ACHIEVEMENT TEST SERIES, TENTH EDITION</small>							OLSAT Ochs-Lennon School Ability Test®, Eighth Edition		
Grade: Age: Sex:				Level/Form: Intermediate 2/B			Score Type		
School:				Test Date: 04/06			School Ability Index		
Student No:				2002 Norms: Spring National			National Age PR-S		
						National Grade PR-S			
Score Type	Total Reading	Total Math	Language	Science	Partial Battery		Total	Verbal	Non-Verbal
Natl PR	84	28	32	67	52		97	95	98
Natl Stanine	7	4	4	6	5		43-5	38-4	45-5
ARMT Level	IV	III					29-4	26-4	32-4

Alabama Reading and Mathematics Test

GRADE 5

STUDENT REPORT FOR

SCHOOL:
 SYSTEM:
 TEST DATE:
 AGE: 10 Yrs 11 Mos
 STUDENT NO:

READING

CONTENT STANDARDS	Total		Multiple-choice		Open-ended	
	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
Demonstrate reading vocabulary knowledge.	9	9	9	9	0	0
Use strategies to comprehend literary/recreational materials.	18	16	12	10	6	6
Recognize literary elements and devices from various text formats.	18	17	15	14	3	3
Use strategies to comprehend functional and textual/informational materials.	18	15	15	13	3	2

ACHIEVEMENT LEVELS				
Scaled Score	I	II	III	IV
716				▲

- Level I (Does Not Meet Standards): Below 561
- Level II (Partially Meets Standards): 561-612
- Level III (Meets Standards): 613-652
- Level IV (Exceeds Standards): Above 652

MATHEMATICS

CONTENT STANDARDS	Total		Multiple-choice		Gridded		Open-ended	
	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned	Points Possible	Points Earned
Number and Operations	28	16	19	10	3	1	6	5
Compare, order, round, and expand whole numbers.	4	3	4	3	0	0	0	0
Solve problems involving basic operations on whole numbers.	6	4	2	0	1	1	3	3
Solve word problems involving decimals, fractions, or money.	9	6	6	4	0	0	3	2
Add and subtract fractions with common and uncommon denominators.	6	1	4	1	2	0	0	0
Identify numbers less than zero.	3	2	3	2	0	0	0	0
Algebra	8	3	8	3	0	0	0	0
Demonstrate commutative, associative, and identity properties of addition and multiplication of whole numbers.	3	0	3	0	0	0	0	0
Write number sentence for a problem expressed in words.	5	3	5	3	0	0	0	0
Geometry	7	4	7	4	0	0	0	0
Identify regular polygons and congruent polygons.	3	1	3	1	0	0	0	0
Identify components of the Cartesian plane.	2	2	2	2	0	0	0	0
Identify the center, radius, and diameter of a circle.	2	1	2	1	0	0	0	0
Measurement	10	5	8	4	2	1	0	0
Estimate perimeter and area of irregular shapes.	3	1	3	1	0	0	0	0
Calculate the perimeter of rectangles.	3	3	3	2	1	1	0	0
Convert units of measurement within the same system (customary or metric).	4	1	3	1	1	0	0	0
Data Analysis and Probability	10	7	3	2	1	1	6	4
Analyze data from a survey or experiment.	6	4	0	0	0	0	4	4
Use fractions to represent the probability of events.	4	3	3	2	1	1	0	0

ACHIEVEMENT LEVELS				
Scaled Score	I	II	III	IV
640				▲

- Level I (Does Not Meet Standards): Below 553
- Level II (Partially Meets Standards): 553-620
- Level III (Meets Standards): 621-657
- Level IV (Exceeds Standards): Above 657

Alabama Reading and Mathematics Test

GRADE 5

HOME REPORT FOR

SCHOOL:
SYSTEM:
TEST DATE

AGE:
STUDENT NO

READING

Scaled Score	ACHIEVEMENT LEVELS			
	I	II	III	IV
765				▲

Your child's achievement level is based on the overall scaled score earned on the reading test. In reading, the achievement levels correspond to the following scaled scores:

- Level I (Does Not Meet Standards): Below 561 • Level III (Meets Standards): 613-652
- Level II (Partially Meets Standards): 561-612 • Level IV (Exceeds Standards): Above 652

MATHEMATICS

Scaled Score	ACHIEVEMENT LEVELS			
	I	II	III	IV
728				▲

Your child's achievement level is based on the overall scaled score earned on the mathematics test. In mathematics, the achievement levels correspond to the following scaled scores:

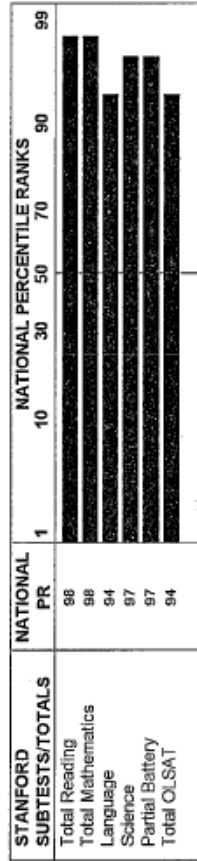
- Level I (Does Not Meet Standards): Below 563 • Level III (Meets Standards): 621-657
- Level II (Partially Meets Standards): 563-620 • Level IV (Exceeds Standards): Above 657

CONTENT STANDARDS	Total Points Possible	Total Points Earned
Demonstrate reading vocabulary knowledge.	9	9
Use strategies to comprehend literary/recreational materials.	18	18
Recognize literary elements and devices from various text formats.	18	18
Use strategies to comprehend functional and textual/informational materials.	18	16

CONTENT STANDARDS	Total Points Possible	Total Points Earned
Number and Operations	28	28
Algebra	8	8
Geometry	7	6
Measurement	10	8
Data Analysis and Probability	10	8

Stanford Achievement Test Series, Tenth Edition

Your child recently took the *Stanford Achievement Test, Tenth Edition*. This test is one measure of a student's achievement. The report compares your child's performance to students in the same grade across the nation. The bar graph to the right shows his/her performance in each subject area tested. Horizontal bars are drawn out to your student's Percentile Rank (PR) score for each subject. For example, a student whose PR score is 70 performed as well as or better than 70% of the students nationally in that subject, but not as well as 30% of the students. The national average is at the 50th PR.



STANFORD LEVEL/FORM: INTERMEDIATE 2/8
2002 NORMS: Spring National

OLSAT LEVEL/FORM: E/5
2002 NORMS: Spring National

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COPY 01
PROCESS NO. 10654469-1812207-1005-00387-1

Appendix L

Student Labels for Cumulative Folders

Student Labels for Cumulative Folders

COPY 01
PROCESS NO. 10654489-1612207-1006-05770-1

GRADE: 05
TEST DATE: 04/06

SCHOOL:
DISTRICT:

STANFORD Alabama Reading and Mathematics Test (ARMT)

Grade: Age: Sex
School:
Student No.:

Level/Form: Intermediate 2/B
Test Date: 04/06
2002 Norms: Spring National

Score Type	Total Reading	Total Math	Language	Science	Partial Battery
Natl PR	90	79	71	92	81
Natl Stanine	8	7	6	8	7
ARMT Level	IV	IV			

STANFORD Alabama Reading and Mathematics Test (ARMT)

Grade: Age: Sex
School:
Student No.:

Level/Form: Intermediate 2/B
Test Date: 04/06
2002 Norms: Spring National

Score Type	Total Reading	Total Math	Language	Science	Partial Battery
Natl PR	75	88	71	71	81
Natl Stanine	6	7	6	6	7
ARMT Level	IV	IV			

STANFORD Alabama Reading and Mathematics Test (ARMT)

Grade: Age: Sex
School:
Student No.:

Level/Form: Intermediate 2/B
Test Date: 04/06
2002 Norms: Spring National

Score Type	Total Reading	Total Math	Language	Science	Partial Battery
Natl PR	57	63	48	63	56
Natl Stanine	5	6	5	6	5
ARMT Level	IV	III			

STANFORD Alabama Reading and Mathematics Test (ARMT)

Grade: Age: Sex
School:
Student No.:

Level/Form: Intermediate 2/B
Test Date: 04/06
2002 Norms: Spring National

Score Type	Total Reading	Total Math	Language	Science	Partial Battery
Natl PR	75	37	79	71	61
Natl Stanine	6	4	7	6	6
ARMT Level	IV	IV			

STANFORD Alabama Reading and Mathematics Test (ARMT)

Grade: Age: Sex
School:
Student No.:

Level/Form: Intermediate 2/B
Test Date: 04/06
2002 Norms: Spring National

Score Type	Total Reading	Total Math	Language	Science	Partial Battery
Natl PR	84	28	32	67	52
Natl Stanine	7	4	4	6	5
ARMT Level	IV	III			

OLSAT Ols-Lennon School Ability Test®, Eighth Edition

Score Type
School Ability Index
National Age PR-S
National Grade PR-S

Total	Verbal	Non-Verbal
82	77	90
13-3	8-2	27-4
18-3	9-2	32-4

OLSAT Ols-Lennon School Ability Test®, Eighth Edition

Score Type
School Ability Index
National Age PR-S
National Grade PR-S

Total	Verbal	Non-Verbal
106	115	98
65-6	83-7	45-5
64-6	79-7	47-5

OLSAT Ols-Lennon School Ability Test®, Eighth Edition

Score Type
School Ability Index
National Age PR-S
National Grade PR-S

Total	Verbal	Non-Verbal
111	111	109
75-6	75-6	71-6
70-6	70-6	68-6

OLSAT Ols-Lennon School Ability Test®, Eighth Edition

Score Type
School Ability Index
National Age PR-S
National Grade PR-S

Total	Verbal	Non-Verbal
120	127	112
89-8	95-8	77-7
84-7	93-8	68-6

OLSAT Ols-Lennon School Ability Test®, Eighth Edition

Score Type
School Ability Index
National Age PR-S
National Grade PR-S

Total	Verbal	Non-Verbal
97	95	98
43-5	38-4	45-5
29-4	26-4	32-4

Appendix M

Immigration Status Form

Immigration Status

IMMIGRATION STATUS

I hereby attest that all workers on this project are either citizens of the United States or are in a proper and legal immigration status that authorizes them to be employed for pay within the United States.

Signature of Contractor

Witness

Appendix N

State of Alabama

Disclosure Statement

Disclosure Statement
<http://www.ago.state.al.us/publications.cfm>



State of Alabama
Disclosure Statement
(Required by Act 2001-955)

ENTITY COMPLETING FORM

ADDRESS

CITY, STATE, ZIP

TELEPHONE NUMBER

()

STATE AGENCY/DEPARTMENT THAT WILL RECEIVE GOODS, SERVICES, OR IS RESPONSIBLE FOR GRANT AWARD

ADDRESS

CITY, STATE, ZIP

TELEPHONE NUMBER

()

This form is provided with:

☐ Contract

☐ Proposal

☐ Request for Proposal

☐ Invitation to Bid

☐ Grant Proposal

Have you or any of your partners, divisions, or any related business units previously performed work or provided goods to any State Agency/Department in the current or last fiscal year?

☐ Yes

☐ No

If yes, identify below the State Agency/Department that received the goods or services, the type(s) of goods or services previously provided, and the amount received for the provision of such goods or services.

STATE AGENCY/DEPARTMENT	TYPE OF GOODS/SERVICES	AMOUNT RECEIVED
-------------------------	------------------------	-----------------

Have you or any of your partners, divisions, or any related business units previously applied and received any grants from any State Agency/Department in the current or last fiscal year?

☐ Yes

☐ No

If yes, identify the State Agency/Department that awarded the grant, the date such grant was awarded, and the amount of the grant.

STATE AGENCY/DEPARTMENT	DATE GRANT AWARDED	AMOUNT OF GRANT
-------------------------	--------------------	-----------------

1. List below the name(s) and address(es) of all public officials/public employees with whom you, members of your immediate family, or any of your employees have a family relationship and who may directly personally benefit financially from the proposed transaction. Identify the State Department/Agency for which the public officials/public employees work. (Attach additional sheets if necessary.)

NAME OF PUBLIC OFFICIAL/EMPLOYEE	ADDRESS	STATE DEPARTMENT/AGENCY
----------------------------------	---------	-------------------------

OVER

Appendix N

2. List below the name(s) and address(es) of all family members of public officials/public employees with whom you, members of your immediate family, or any of your employees have a family relationship and who may directly personally benefit financially from the proposed transaction. Identify the public officials/public employees and State Department/Agency for which the public officials/public employees work. (Attach additional sheets if necessary.)

NAME OF FAMILY MEMBER	ADDRESS	NAME OF PUBLIC OFFICIAL/ PUBLIC EMPLOYEE	STATE DEPARTMENT/ AGENCY WHERE EMPLOYED
--------------------------	---------	---	--

If you identified individuals in items one and/or two above, describe in detail below the direct financial benefit to be gained by the public officials, public employees, and/or their family members as the result of the contract, proposal, request for proposal, invitation to bid, or grant proposal. (Attach additional sheets if necessary.)

Describe in detail below any indirect financial benefits to be gained by any public official, public employee, and/or family members of the public official or public employee as the result of the contract, proposal, request for proposal, invitation to bid, or grant proposal. (Attach additional sheets if necessary.)

List below the name(s) and address(es) of all paid consultants and/or lobbyists utilized to obtain the contract, proposal, request for proposal, invitation to bid, or grant proposal:

NAME OF PAID CONSULTANT/LOBBYIST	ADDRESS
----------------------------------	---------

By signing below, I certify under oath and penalty of perjury that all statements on or attached to this form are true and correct to the best of my knowledge. I further understand that a civil penalty of ten percent (10%) of the amount of the transaction, not to exceed \$10,000.00, is applied for knowingly providing incorrect or misleading information.

Signature _____ Date _____

Notary's Signature _____ Date _____ Date Notary Expires _____

Act 2001-955 requires the disclosure statement to be completed and filed with all proposals, bids, contracts, or grant proposals to the State of Alabama in excess of \$5,000.